DOCUMENT RESUME

ED 197 232 CG 014 879

TITLE	A Guidebook for Placement Specialists.
INSTITUTION	Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.: Perth Amboy Public Schools, N.J.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE	80
NOTE	191p.
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Career Guidance: Career Planning: College Choice: *Employment Services: *Job Placement: *Job Search Methods: Needs Assessment: *Program Development: Program Evaluation: Pupil Personnel Workers: Secondary Education: *Vocational Followup

ABSTRACT

This guide, designed to assist pupil personnel specialists in developing placement programs, presents a comprehensive model covering the idealistic and realistic aspects of a placement program. Forms, procedures, and suggestions are included which emphasize an adaptable, open-ended approach to placement. The section on theoretical aspects provides basic conceptual foundations for the establishment and operation of job placement programs, including information on background, legislation, philosophy, ethics, and rationale. Placement and follow-up guidelines and objectives are enumerated. The section on practical aspects of placement program operation concerns the establishment of client and job availability files and provides numerous sample forms. An intensive follow-up program is described, complete with sample forms to facilitate formative and summative evaluations of placement programs. The evaluation section reviews the evaluation components of the placement model. A work readiness program, containing information to help candidates in their final preparation for a job search is also described. (NRB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED197232

A GUIDEBOOK FOR PLACEMENT SPECIALISTS

Developed Through

A MODEL TRAINING PROGRAM FOR PUBLIC SCHOOL PLACEMENT SPECIALISTS

Conducted by

PERTH AMBOY PUBLIC SCHOOLS

in Cooperation with the

MIDDLESEX COUNTY VOCATIONAL AND TECHNICAL SCHOOLS

and

NEW JERSEY DIVISION OF VOCATIONAL EDUCATION

and CAREER PREPARATION

CG 014879

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. F. Price

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Revised 1980

NEW JERSEY DEPARTMENT OF EDUCATION

FRED G. BURKE, COMMISSIONER

DIVISION OF VOCATIONAL EDUCATION AND CAREER PREPARATION

William Wenzel, Assistant Commissioner

Harold R. Seltzer
Deputy Assistant Commissioner

Joseph F. Kelly, Director

Bureau of Occupational and Career Research Development

Frederick L. Cappello, Director

Vocational Curriculum and Media Development

A project coordinated by

John M. Cummings, Director

Vocational Education Personnel Development

NEW JERSEY VOCATIONAL-TECHNICAL CURRICULUM LABORATORY

Rutgers - The State University Building 4103 - Kilmer Campus

New Brunswick, New Jersey

This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Public Law 94-432. Project duration: July 1, 1977 - September, 1978. The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

TABLE OF CONTENTS

	PAGE
Foreword	v
Acknowledgments	vi
Introduction	1
PART I: THEORETICAL ASPECTS OF PLACEMENT PROGRAMS	4
Background	4
Federal Legislation	9
Definition of Terms	16
Philosophy	18
Placement and Follow-up Rationale	19
Comprehensive Placement Guidelines	20
A Review of Basic Conceptual Foundations	21
Placement Objectives	23
Follow-up Objectives	24
PART II: PRACTICAL ASPECTS OF PLACEMENT PROGRAM OPERATION	25
Development of a Placement Program	25
Sample Forms: Student Availability Card	28
Job Candidate Introduction Card Section I	30
Job Candidate Introduction Card Section II, Interview Invitation	31
Job Candidate Introduction Card Section III, Employer's Interview Evaluation	32
Job Availability Card	39
Available Jobs List	41
Part-Time Job Availability Report	42
Employer Information Form	43
Job Candidates Referred	44
Job Placement System, Job Order Form	45
Job Placement System, Placement Specialist's Procedure	47

PAGE

Sample Forms: Follow-Up System, Six Month Notice (Sample letter or post-card) 58
Six-Month Follow-Up System Cover Letter 59
Job Placement Six-Month Follow-Up Procedures 60
Six Month Follow-Up System Reminder (Sample) 62
Job Placement Survey Reminder 63
Job Placement System Follow-Up Six Month Survey List 64
Job Placement One-Year Follow-Up Procedures 67
Job Placement System Follow-Up One-Year Survey List 69
Job Placement Survey Reminder 70
Job Placement Three-Year Follow-Up Procedures 71
Job Placement Survey Reminder 73
Job Placement System Follow-Up Three-Year Survey List 74
Job Placement Five-Year Follow-Up Procedures 75
Job Placement Survey Reminder 77
Job Placement System Follow-Up Five-Year Survey List 78
Job Placement Supplementary Survey Form, Employment Status 82
Job Placement Supplementary Survey Form, Continuing Education Assessment 83
Job Placement System Follow-Up Early Leaver's Survey 84
Job Placement System Client Evaluation Form 89
Job Placement Supplementary Survey Form, Career Training and Job Placement Services 90
Employer's Survey Form, Cover Letter . . 91
Job Placement System, Employer's Survey Form 92
Job Position Follow-Up Form 93
Job Placement Supplementary Survey Form, Position Evaluation 94
Job Placement Supplementary Survey Form, Employment History 95

PAGE

Systems Approach to Job Placement, Job Data Base . . . 97
Systems Approach to Job Placement, Client Data Base . 98

Project Evaluation 99

PART III: WORK READINESS 103

Objectives of Work Readiness Program 103

Pre-Employment Clinic 104

Job Placement Procedure for Clients 107

Pre-Employment Program 109

Job Seeking Skills 110

Sample Forms: Interview Evaluation Form 118
Job Placement System, Client Self-Evaluation Checklist 119
Sample Resume, Form A 121
Sample Resume, Form B 122

Armed Forces 123

APPENDICES: Professional Development Seminar Participants in "A Model Training Program for Placement Specialists 125

State Directors of Vocational Education Asked to Identify Three Exemplary Placement Programs in Their States 127

Coordinators of Exemplary Placement Projects Who Contributed to This Project 128

Sample Letter Sent to Coordinators of Exemplary Placement Programs Identified by State Directors in 23 States 131

Cover Letter and Questionnaire Sent to Coordinators of Exemplary Placement Programs Identified by State Directors in 23 States 133

Analysis of a Model Program, New Jersey Respondents . 141

Educational Resources Information Center (ERIC) Selected Placement Documents 150

Supplemental Bibliography 160

FOREWORD

New Jersey has recognized for many years that placement of students in jobs and/or in further education is a responsibility of the comprehensive high schools, the area vocational-technical schools and the community colleges. Several years ago, pilot programs were funded which provided, on an experimental basis, full-time placement coordinators in selected local educational agencies. Later, the Governor's Career Development Program provided specific funding under state law to provide for placement activities.

There is no question that comprehensive placement programs are an essential component of vocational, technical and career education. Careful and well thought out placement in employment or in further education can be crucial to satisfying employment or to good career planning. Students, teachers, guidance personnel, and especially placement specialists, need currently, constantly updated information on occupational and educational opportunities for exiting students. In order for schools to provide good placement programs, a team effort is needed. We believe that this Guidebook for Placement Specialists can be a valuable tool in helping educational institutions at all levels meet their placement responsibilities. We are grateful to the many persons from throughout the nation and within the State of New Jersey who contributed to this important effort.

John M. Cummings, Ed.D., Project Officer
and Director, Vocational Education
Personnel Development
N. J. Division of Vocational Education
and Career Preparation

ACKNOWLEDGMENTS

This Guidebook for Placement Specialists is a product of a Professional Development Seminar sponsored by the Perth Amboy Public Schools in cooperation with the New Jersey Division of Vocational Education and the Middlesex County Vocational and Technical Schools. The project would not have been possible without the special efforts of Mr. Frank M. Sinatra, Superintendent of the Perth Amboy School District, Dr. Henry Zanzalari, Superintendent of the Middlesex County Vocational and Technical Schools, and Dr. John M. Cummings, Director of Vocational Personnel Development, New Jersey Department of Education.

Special thanks also go to a dedicated group of New Jersey educators who had been identified as persons knowledgeable in counseling, placement, vocational guidance, and career development activities. Through the advice and know-how of these New Jersey educators, many of whom were practitioners of the placement art, invaluable input was given to the project. During the course of the Professional Development Seminars they deliberated over the concepts, voiced their concerns, and provided direction and shape for the identification of a model placement program. Their commitment to education merits praise for a task well done.

We are appreciative also of the contributions made to this project by educators from other states. The Directors of Vocational Education in 23 states identified three exemplary placement projects in their states and the coordinators of those projects. These placement coordinators were asked to contribute their knowledge and know-how to the development of the

model. Names of the New Jersey Educators and those from other states who contributed to this project are included in the Appendix. Their time, energy and effort helped to define the best components of the placement process for inclusion in this guidebook.

The Center for Occupational Education at Jersey City State College offered graduate credit for seminar participants who desired it. Dr. John H. Koenig served as Adjunct Professor for this activity. Special thanks go to Ron Stoj for his editorial work and to Ann Page and Jean Mosley who typed the final manuscript.

Appreciation is also extended to Mr. Daniel Borelli, Supervisor of Vocational Education at Overbrook Regional High School, the graphic arts students of Mr. Burt Cook, and Mr. John W. Knorr, Camden County Career Education Coordinator.

INTRODUCTION

The immediate need and potential to effectively place an individual in a successful career choice is now greater than at any other time in our history. However, the successful implementation of placement models remains an elusive concept. The work fabric of society is changing dramatically as technology, automation, shifting employment patterns, reduction in occupational sex stereotyping and direct governmental intervention are all impacting the design of traditional models. Programs which prepare for the future have to adjust to an ever-changing present and to the phenomena mentioned above. Placement, in its need to assist individuals to find themselves, encompasses both the educational and employment sectors and interfaces with both the labor and governmental sectors.

Within the career education concept, as well as within the overall educational system, meeting the needs of all persons has been much emphasized. In this regard, placement is construed as career placement for individuals embarking on preparation stages for either employment or for further education. Within the educational network, educational and occupational roles interface to provide opportunities both in schools and at work sites for individuals in their long-range career development plans. Simultaneously, they provide the mechanisms to facilitate the selection process, thereby culminating in career placement, an ingredient necessary for accountability to all sectors.

The term "placement" as used herein describes the system which assists individuals in choosing from diverse options while simultaneously providing opportunities for successful entry to careers.

The growing commitment of federal dollars (i.e. vocational and CETA legislation), has brought on an increased demand for models which will assist in the placement process. The material contained in this manual is a guide to assist in developing a placement program.

This guide is unique in several ways:

- It presents a comprehensive model covering all phases of a placement program.
- It presents a model which contains both the idealistic and realistic aspects of a placement program.

The model may be viewed as idealistic since it encourages the placement specialist to establish a complete program, one which will be most satisfying and rewarding to both the specialist and the client. Idealism may be found in the comprehensiveness of the model and in the frequency of the follow-up process, which is so much a part of a placement system. However, it is not necessary to implement the entire program in order to be successful. The system may be phased in and procedures which are locally impractical can be excluded.

The guide is not a dogma which requires strict adherence, nor is it a cookbook which requires only that the user carefully follow given instructions. It is intended to provide an open-ended approach with its forms, procedures, and suggestions. These should be adapted to local needs and to unique situations. The manual, therefore, is a

springboard to assist in planning a meaningful placement program.

The guide is intended for use by placement specialists who desire to meet the ever-present, ever-changing preparation and placement needs of their own clients who require assistance. The rationale, philosophy, definitions, procedures, and practices which have been suggested are practical and realistic. They are the distillation of numerous other efforts which have been utilized successfully in a number of placement systems in a variety of locations.

It is hoped that this manual will facilitate service delivery by responding to questions of perennial concern among professionals whose responsibilities include the placement function. Although we do not purport to have answered every facet of every potential query about placement, we believe that the manual will provide suggestions which an individual might adapt to local specific needs. For those professionals who feel comfortable with their present systems, this manual may serve as a guide should unforeseen needs emerge which are unable to be met in comprehensive, coordinated fashion through in-place systems. Whatever the resources available to the professional whose duties include placement, this manual has something to offer. In whatever manner it serves to assist in bridging the gulf between the world of education and the world of work, it will demonstrate its utility. Combined with the skill and assistance of a dedicated placement specialist, it will help meet a very definite need which exists in the placement process.

PART I

THEORETICAL ASPECTS OF PLACEMENT PROGRAMS

The general purpose of this section of the manual is to provide persons responsible for the establishment and operation of job placement programs with some basic conceptual foundations for such an effort including:

- Background which cites events and historical information leading to the development of the job placement and follow-up concept.
- Legislation which highlights the legal background framing the effort.
- Philosophy which describes the overall concepts and interests of the effort.
- Code which sets forth the ethical standards to be observed by responsible staff members.
- Conceptual foundations which explain the premises under which the program is developed and maintained.

BACKGROUND

As an educational concept, placement entered the public schools of New Jersey as the direct result of a host of external forces. Its inception, with the concomitant emphasis on secondary-level education as the preparatory phase for collegiate matriculation, created a specialized, yet restricted, role for guidance personnel at the secondary school level. Without significant exceptions, their task was to insure the "placement" of college-bound students. Their working day was filled with counseling students about the nature of the college, the requirements

of individual postsecondary institutions as to achievement tests and similar topics. Even after students had taken whatever tests were required by the postsecondary institutions, counselors' responsibilities were not concluded. It was their duty to assist students to interpret the raw scores on the test and to provide information about colleges which would admit persons with such scores. In short, a counselor's work emphasis was focused on collegiate placement.

As students vied for admission to college, schools competed to attract only the highest caliber of matriculant. With so great an emphasis on this competitive process, counselors, in order to meet their client's needs, were required to spend increasing amounts of their time and energy in support of their college-bound clients. On occasions, counselors were known to have been evaluated on the basis of the number of students they aided in gaining admission to college. As the competitive process intensified, increasing numbers of students selected postsecondary education as their immediate goal. When the percentage of students pursuing collegiate studies increased, the counselors' "success ratio" became less meaningful. Career emphasis was then placed on the colleges to which the students were being admitted. A district's status frequently was determined by the number of different colleges to which its graduates were admitted and by the quality and academic reputation of those colleges. With college status as well as sheer numbers of admissions now added as a factor, counselors of necessity were required to devote more of their efforts to meeting the heightened expectations of students, parents, and administration.

Lamentably, this process tended to exclude the non-college bound student from receiving a fair share of counseling assistance. Career placement was construed to mean college admittance. Insufficient attention was paid to career placement as a service by which all students received equal assistance in relating their interests and abilities to career requirements, whether they were opting for immediate employment or for continuing education.

However, it gradually became evident that many students who were thrust into college were unprepared for or disinterested in that experience. Concern mounted that a great disservice was being done to such students by making them partake of a system not in consonance with their abilities, needs, and interests. Simultaneously, there was a heightened awareness of the equally great disservice being done to those students who chose not to continue their education. Too often, they entered the world of work without appropriate counseling measures to acquaint them with their role in this world or with ways to develop long-term career plans.

With the increased emphasis on vocational/career education, the counseling and placement concept was expanded. No longer was college admission the only focus of the counseling and placement program. Professionals designated as occupational or vocational counselors were added to assist other staff members with responsibilities for placement. The net result was an increased awareness of the specialist's role in the placement process.

All progressed well while the national economy was expansive. Educational institutions perceived little or no need to place students when they graduated, nor did they foresee any reason to implement a comprehensive follow-up system. With an expanding labor force, institutions did not need to concern themselves with unemployment in a highly competitive job market nor with the frustrations of students unable to be placed in a suitable job. Therefore, there was no need for the designing and utilization of systematic placement delivery systems. As times changed, however, perceptions of need changed as well.

The world of work has changed greatly. Formerly "secure" jobs have been downgraded or rendered obsolete through technological change. Similarly, the number of employees needed to complete a task is affected by technological advancement. Educational programs must take these and other factors into account when planning to prepare persons for the work force.

To meet these needs, there should be additional instructors trained in vocational/career education. Support personnel must have enough time and flexibility in their schedules to help with career planning and follow-up. Money must be budgeted, despite the current trend toward fiscal conservation, to operate placement programs and to purchase and maintain equipment. Equally as important is the need for time to plan comprehensive, coordinated programs and to devise the instruments by which to assess and impact qualitative problems. In short, program planning and implementation require support as well as money. In times

of budgetary restraint, effort must be made to justify expenditures so that the community recognizes that program participants will attain well-defined competencies before entering the world of work, thereby providing a community as well as a human service.

Vocational/career professionals, to gain this needed support, must have a current data base, germane to community-at-large or to individual sectors. A comprehensive, coordinated placement system including a follow-up component must produce these data.

FEDERAL LEGISLATION

To provide support for the career/vocational movement throughout America, the Congress enacted the Educational Amendments of 1976. This legislation, which has wide-ranging implications for career/vocational educators and students has four primary thrusts:

- To maintain and improve extant vocational programs.
- To develop new vocational programs.
- To develop new programs which overcome the problems of sex discrimination and sex stereotyping in vocational education.
- To provide youths with part-time employment so that they may continue their vocational training full-time.

In the legislation, the Congress indicated that a broad spectrum of involvement is necessary to insure that these thrusts receive full implementation on the state and local levels.

In the following year, the Congress again turned its attention to the matter of youth unemployment, especially since this unemployment rate remained substantially higher than that of the adult population. Through the Youth Employment and Demonstration Projects Act (YEDPA), the Congress mandated cooperation among the various sectors which service the youth population (e.g. educational institutions, community-based organizations, governmental agencies). It was the intent of this legislation to provide the impetus for coordinated comprehensive services

to youth. Through the legislation, Congress has made manifest its wish that this target population receive training and supportive services which impact youths' employability needs.

In this legislation, as well as in the Educational Amendments of 1976, the Congress has called for massive collaboration and coordination among persons involved in career/vocational services. Because of the complexity of the legislation, there remains a small degree of uncertainty about the mandates of this legislation. To facilitate placement specialists' understanding of its key features, the following section of the manual highlights the main objectives and thrusts of these two pieces of legislation.

EDUCATIONAL AMENDMENTS OF 1976

> Section 101. It is the purpose of this part to assist States in improving planning in the use of all resources available to them for vocational education and manpower training by involving a wide range of agencies and individuals concerned with education and training within the States in the development of the vocational education plans. It is also the purpose of this part to authorize Federal Grants to States to assist them--
>
> (1) to extend, improve, and where necessary maintain existing programs of vocational education,
>
> (2) to develop new programs of vocational education,
>
> (3) to develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes, and
>
> (4) to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis,

so that persons of all ages in all communities of the State, those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools, will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

Public Law 94-482, 94th Congress, October 12, 1976

A review of the law reveals areas that are changing, and the changes will continue to be improvements. A key among these areas in New Jersey is the counseling for better perception of educational and occupational options. More emphasis is being placed on helping individuals to make informed and meaningful life choices.

YOUTH EMPLOYMENT AND DEMONSTRATION PROJECTS ACT (YEDPA)

Section 348. (a) (1) The Secretary of Labor is authorized, either directly or by way of contract or other arrangement, with prime sponsors, public agencies and private organizations to carry out innovative and experimental programs to test new approaches for dealing with the unemployment problems of youth and to enable eligible participants to prepare for, enhance their prospects for, or secure employment in occupations through which they may reasonably be expected to advance to productive working lives. Such programs shall include, where appropriate, cooperative arrangements with educational agencies to provide special programs and services for eligible participants enrolled in secondary schools, post-secondary educational institutions and technical and trade schools, including job experience, counseling and guidance prior to the completion of secondary or post-secondary education and making available occupational, educational, and training information through statewide career information systems.

(2) In carrying out or supporting such programs, the Secretary of Labor shall consult, as appropriate, with the Secretary of Commerce, the Secretary of Health, Education, and

Welfare, the Secretary of Housing and Urban Development, the Secretary of Agriculture, the Director of the ACTION Agency, and the Director of the Community Services Administration.

(3) Funds available under this section may be transferred to other Federal departments and agencies to carry out functions delegated to them pursuant to agreements with the Secretary.

(b) The Secretary and prime sponsors, as the case may be, shall give special consideration in carrying out innovative and experimental programs assisted under this section to community-based organizations which have demonstrated effectiveness in the delivery of employment and training services, such as the Opportunities Industrialization Centers, the National Urban League, SER-jobs for Progress, Mainstream, Community Action Agencies, union-related organizations, employer-related nonprofit organizations, and other similar organizations.

(c) (1) In carrying out its responsibilities under section 161 of the Vocational Education Act, the National Occupational Information Coordinating Committee shall give special attention to the problems of unemployed youths. The Committee shall also carry out other activities consistent with the purposes of this title, including but not limited to the following:

(A) assisting and encouraging local areas to adopt methods of translating national aggregate occupational outlook data into local terms;

(B) assisting and encouraging the development of State occupational information systems, to be used in the maintenance of local job banks and job vacancy reports, accessible to local schools, and including pilot programs in the use of computers to facilitate such access;

(C) in cooperation with State and local correctional agencies, encouraging programs of counseling and employment services for youth in correctional institutions;

(D) providing technical assistance for programs of computer on-line terminals and other facilities to utilize and implement occupational and career desires with available and anticipated labor demand;

(E) in cooperation with State and local educational agencies, and other appropriate persons and organizations, encouraging programs to make available employment youths; and

(F) providing technical assistance for programs designed to encourage public and private employers to list all available job opportunities for youths with the appropriate eligible applicant conducting occupational information and career counseling programs, local public employment services offices and to encourage cooperation and contact among such eligible applicants, employers and offices.

(2) All funds available to the National Occupational Information Coordinating Committee under this Act and under section 161 of the Committee to carry out any of its functions and responsibilities authorized by law.

Public Law 95-93, 94th Congress, August 5, 1977.

Underemployment among youths, defined as the number accepting employment at a lower level than that for which they were prepared, has increased dramatically. Proper placement for youth has been and remains a problem. The Congress, in enacting the Youth Employment Demonstration Projects Act of 1977, recognized the need for conscientious attempts to deal with the problem by the Department of Labor, community-based organizations, and the formal education system. The legislation asked each societal element to:

- Increase the intensity and variety of their actions.
- Work together rather than separately.

The Congress hoped that when the results are assessed, the bottom line would be the extent to which the youth/work/school/placement problem has been alleviated. The three partners in this collaboration have been trying to meet the need for several years. Congress has now provided a series of new resources and development approaches to meet the need.

Education is faced with a stimulating opportunity to change restrictive academic requirements for all youth. One's career choices profoundly affect the individual's total life style. Such choices have been unduly restricted for many on the basis of parental occupation, economic level, race and sex stereotyping, and by inadequate ability to explore or be placed in the occupational society. With more than eight out of every 10 students asking for more assistance in career decision-making, the time has come to devote significant attention to the placement system.

Federal involvement and public interest has resulted in the doubling of career information. What was true last year is no longer applicable this year. The counselor is deluged with clients requiring service and overwhelmed by trying to keep up with the multiple sources of information about placement. Yet, improvements in the planning process and in data collection have resulted in better analysis and better description of the placement process. Improvements have led to more accurate records and more comprehensive management systems. Data are periodically analyzed and improvements are regularly made. Follow-up procedures have resulted in more complete programs and more reliable information on which to base changes.

This manual will combine the basic data gathering techniques inspired by the flow of federal dollars with the well thought-out and time-tested approaches, techniques, and materials which have historically been part of the educational process. We hope that through its use there will be improved communication between those who need placement information and those who are able to provide the information. The manual will have an important facet--using assessment as the primary means for implementing an effective placement process. We hope the system will allow placement specialists to assist clients in the lifelong process of psychological, sociological, educational, economic and social factors which combine to shape the career options of individuals. The procedures suggested in this manual are designed to provide a valuable service.

DEFINITION OF TERMS*

PLACEMENT is a service which assists individuals in relating their personal qualities, educational experiences, and career goals to career requirements. This process aids individuals in their search for employment and/or continuing education and aids employers and/or educators in facilitating the successful entrance of individuals into careers.

FOLLOW-UP is the systematic collection of relevant data from or about individuals who are products of the placement process. These activities are undertaken to determine the status of individuals, especially concerning their employment situation. It provides feedback information and follow through activities and develops a linkage system to measure the effectiveness of the placement process.

CAREER DEVELOPMENT is the process by which an individual adapts his/her work experiences throughout life to changes in economic opportunity, economic pressure, and technochange or to changes in his/her personal abilities, needs or preferences.

CAREER EDUCATION covers the experience through which an individual learns about and prepares to engage in work as part of his/her way of living.

CAREER COUNSELING is the service provided by trained counselors, frequently within the public school system, to help clients select suitable work, to prepare for such work, and to find work.

COMMUNITY RESOURCES refers to individuals, groups, or corporations who can support the placement process by providing information about or access to the world of work.

* These definitions represent a consensus of the New Jersey Seminar "A Model Training Program for Placement Specialists."

THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA) is a federal law designed to provide training and jobs for "economically disadvantaged unemployed, and underemployed persons" and to rest the primary responsibility for program operation with states and local prime sponsors.

EMPLOYABILITY is the measurement of the ease with which an individual with education and/or work record can secure paid employment.

AN ENTRY-LEVEL JOB is the first step on any career ladder. It usually requires no previous paid full-time employment experience and is the initial job that a person takes when he/she enters the job market.

A JOB BANK is a listing, frequently computerized, of all employment opportunities in a locality. A function of the U. S. Employment Services, it is found in all fifty states.

JOB DEVELOPMENT involves the activities of placement specialists/or counselors designed to encourage employers to define additional jobs that need to be filled.

A JOB ORDER is a notice from an employer to a placement counselor of the availability of a position and the qualifications/ experience necessary for the position

VOCATIONAL EDUCATION consists of systematic learning experiences which are designed to fit individuals for gainful employment in recognized occupations. It includes guidance and counseling in connection with the training and other instruction directly related to an occupation. Excluded are programs designed primarily to fit individuals for employment in occupations which are considered professional, require a baccalaureate or higher degree, or are designed primarily as general education.

PHILOSOPHY

1. The philosophy for placement and follow-up must be compatible with that of vocational/career education.

2. Vocational/career education must provide an organized counseling and placement assistance program for all exiting students and alumni.

3. Vocational/career education provides for dissemination of employment information between students and employers.

4. Comprehensive follow-up data are vital to determing the degree to which programs meet their objectives.

5. A comprehensive placement and follow-up program must include an organized employer/employee feedback system.

6. The placement and follow-up program must include a comprehensive record maintenance system.

7. The placement and follow-up program must include a means of analyzation, dissemination and information utilization.

PLACEMENT AND FOLLOW-UP RATIONALE

It is a widely accepted tenet that an educational institution should assume responsibility for aiding students who have acquired competencies in finding employment and/or in continuing their education. Since each individual develops at a different rate of speed, some students may need longer periods of assistance in decision-making and in entering/progressing along a chosen path. For these students to make the transition from school to work in a competitive, technological society, they may require additional in-depth support from the educational sector over extended periods.

No longer is one able to enter the labor market with ease. The beginning worker faces a higher unemployment rate and more selective employers. The task of finding a job is more complex than it ever has been in the past. Society requires that those who wish to enter the employment market be equipped with the broadest range of aptitudes and very specific sets of abilities if they are to be successful.

Thus, a comprehensive, coordinated computer support system of placement and follow-up is needed to improve vocational/career education. Such a system not only would provide essential services in an individual setting but also would provide a basis for accountability. The data base would be utilized to strengthen, revise, and plan the total program, services, and activities.

COMPREHENSIVE PLACEMENT GUIDELINES

Placement and follow-up services should:

- Meet the needs of the clients.
- Be provided at no cost to the client and without regard to sex, color, physical or mental handicaps.
- Be provided on a continuing basis.
- Extend all existing placement and follow-up efforts.
- Capitalize on all existing placement and follow-up linkages.
- Increase career opportunities by facilitating access to jobs/training.

Placement and follow-up services should:

- Be centrally coordinated within an organization.
- Serve as a clearinghouse for career information.
- Be formally structured.
- Be interrelated and mutually supportive.
- Make fullest possible use of other youth employment assistance services in the community.
- Encourage active volunteer participating by labor, business, government, industry, and professions.

A REVIEW OF BASIC CONCEPTUAL FOUNDATIONS

Anticipated outcomes of a well developed, fully implemented placement and follow-up system include:

- The securing of information to improve

  instructional content
  instructional methodologies and aids
  criteria for placement of students in programs
  equipment and supplies
  institutional management.

- Contact with business, industry, other agencies, and individuals to heighten awareness of vocational/career education and promote greater understanding of vocational/career education.
- Organized student record systems.
- Improved program planning.
- Cooperation among other agencies or institutions.
- Cooperation among individuals in community, education, labor, industry and government.
- Better communications and linkages.

A placement system must be designed to be comprehensive so that assistance may be provided for any person who seeks to reach a new level on the career ladder. Since the primary objective of vocational/career education is meaningful employment, emphasis is placed upon this service. It is essential to realize also that placement assistance is vital for those who seek advancement to higher levels of education.

A placement service provides immediate feedback by identifying individuals who have attained their career objective and those who are

still working toward an objective. A placement service is one means of putting educators in contact with key community persons. These contacts can provide valuable input so that the needs of individuals, business, industry, educational agencies, and other agencies (i.e. prime sponsors, labor unions, Chambers of Commerce, social service groups) may be addressed. Their input to schools affects planning, program management, curriculum, counseling activities, and public relations. Interaction among these groups can be vital.

PLACEMENT OBJECTIVES

1. To assist all clients desiring employment in obtaining jobs commensurate with their interests, aptitudes, and abilities.

2. To assist all clients desiring to further their education upon graduation in entering post-secondary institutions commensurate with their interests, aptitudes, and abilities.

3. To assist all clients who are terminating their formal secondary education prior to graduation in entering employment, alternative educational programs, or post-secondary educational programs.

4. To assist all former students desiring to obtain employment.

5. To assist all former students desiring to further their education.

6. To provide assistance to all students desiring part-time employment to obtain such employment.

7. To provide a service to the business community in its effort to obtain/retain satisfactory employees.

8. To provide education and employment placement information which will assist students in making vocational/career decisions.

9. To provide opportunities to acquire job skills and techniques which will assist students leaving school in obtaining/retaining employment.

10. To compile information for ongoing evaluation of placement services.

11. To analyze all data to determine if identifiable program deficiencies exist so that modifications may be made.

FOLLOW-UP OBJECTIVES

1. To procure information for evaluating the services provided in the placement program.

2. To compile descriptive data on all former clients for use in placing clients and in follow-up studies.

3. To procure information indicating the effectiveness of client preparation for employment.

4. To procure information indicating the effectiveness of client preparation regarding required skill.

5. To procure information indicating the effectiveness of client preparation for post-secondary education.

6. To determine the relationship between client placement areas and the adequacy of educational preparation.

7. To procure information indicating the factors contributing to secondary students terminating their formal secondary education prior to graduation.

8. To procure information on all secondary students who terminate their education prior to graduation indicating their perception of curricula and programs in which they were enrolled.

9. To provide a service to the business community in its effort to obtain/retain satisfactory employees.

10. To procure information for assisting clients with special placement needs.

11. To compile information which will contribute to cost-benefit analysis of educational programs.

12. To compile information which will contribute to cost-benefit analysis of placement programs.

13. To prepare instruments and procedures designed to draw conclusions relative to the objectives of placement services and follow-up studies as previously described.

14. To analyze all data to determine if identifiable program deficiencies exist so that modifications may be made.

PART II

PRACTICAL ASPECTS OF PLACEMENT PROGRAM OPERATION

DEVELOPMENT OF A PLACEMENT PROGRAM

The primary purpose of this section of the manual is to focus upon the practical aspects of operating a placement program. Some operational descriptions and a series of detailed instructions are included which will provide a basis for the development of an effective placement system.

No one can organize an effective placement program without having a clear knowledge of what the program should do and how it should do it. Knowledge of the various forms and records which must be maintained for students applicants is essential to the success of any job placement service.

Placement specialists usually have difficulty during the initial development of a placement program in recruiting clients to utilize their assistance. Any placement effort requires an intensive public relations and outreach program to inform and interest potential clients. They need to be convinced that a placement program can assist them in pursuing their goals and in meeting their placement needs.

Client Availability File

Assuming that an effective program has been established, the first step should be to establish a client availability file. An availability file provides for the storage of current information about clients who have declared themselves available for placement. An availability card should be completed by a professional working with the client so that it becomes an official indication that the client desires employment.

The card should be placed in the availability file and should be accessible to all staff.

The availability card should provide space to list all referrents and the resulting actions. Should the action be positive, a client's card is removed from the active file and entered into his/her permanent record. In the event that the client requests further placement assistance, the card can be reactivated and the process repeated.

When the client is referred to an employer, an introduction card should be provided. The employer should be asked to enter appropriate data and to return the card. This data should be entered on the availability card and placed in the client's permanent record. All the information contained on these cards can generate significant leads for implementation of the one year follow-up of the clients involved.

Although each person responsible for a placement and follow-up program may wish to design original file cards for their specific program, the samples provided may be of some assistance in designing those cards.

The student availability card gathers basic information from each client in a placement program. On the reverse side of this card is room for a chronological listing of all job opportunities to which a client is sent for an interview. Space has also been included on which to note any comments about the client's interest and demeanor as reported by the employing firm's representative. Should a client not be offered a position after several interviews, the placement specialist can check the card to determine if employers' negative perceptions of a client have

any common denominator. If their comments have something in common, the placement specialist can suggest appropriate strategies to this client for subsequent interviews.

The job candidate introduction card with its three sections contains space for all information relevant to a client's interview. Section III is particularly useful because it allows a busy employer to indicate quickly and accurately the results of the interview. Should the employer include a negative appraisal of the person interviewed, this information can easily be transferred to the reverse of the student availability card.

STUDENT AVAILABILITY CARD

NAME_____ AGE_____ PHONE_____

ADDRESS_____

(City or County)

_____

(State) (Zip Code)

SOCIAL SECURITY NUMBER_____

CLOSE RELATIVE OR PERSON WHO CAN CONTACT YOU

NAME_____

ADDRESS_____

_____

(Zip Code)

PHONE_____

VOCATION_____

SKILLS_____

PLEASE CHECK ONE

_____ AVAILABLE FOR EMPLOYMENT

_____ FULL-TIME STUDENT

_____ ALREADY EMPLOYED

_____ MILITARY SERVICE PROGRAM

SCHOOL_____ PROGRAM_____

STUDENT SIGNATURE_____ DATE_____

STUDENT AVAILABILITY CARD (REVERSE)

DATE	POTENTIAL EMPLOYER	SCHOOL CONTACT	INTERVIEWED	JOB OFFERED	EMPLOYED	REASON	COMMENTS ON SKILLS, INTEREST, ABILITY, ATTITUDE
			Yes ___ No ___	Yes ___ No ___			

JOB CANDIDATE INTRODUCTION CARD
SECTION I

SCHOOL NAME _____

JOB PLACEMENT SERVICE _____

ADDRESS _____

INTRODUCING _____

ADDRESS _____

FOR POSITION _____

AVAILABLE AS OF _____

_____
(PLACEMENT SPECIALIST)

JOB CANDIDATE INTRODUCTION CARD

SECTION II
INTERVIEW INVITATION

FIRM NAME _____

ADDRESS _____

_____

(Zip Code)

PHONE _____

DEAR _____

ADDRESS _____

_____

(Zip Code)

PHONE _____

WE ARE ACCEPTING APPLICATIONS FOR THE POSITION OF _____. PLEASE CALL FOR AN INTERVIEW AT YOUR EARLIEST CONVENIENCE.

_____

EMPLOYER OR INTERVIEWER

JOB CANDIDATE INTRODUCTION CARD
SECTION III
EMPLOYER'S INTERVIEW EVALUATION

TO _____

SCHOOL _____

THANK YOU FOR INTRODUCING

_____ TO OUR FIRM.

SHE/HE

WAS INTERVIEWED

MEETS OUR NEEDS

HIRED AS OF _____

IN THE POSITION OF _____

AT A SALARY OF _____
(Per Week)

NOT INTERVIEWED

NOT HIRED BECAUSE OF LACK OF:

SKILLS

INTEREST

ABILITY

POSITIVE ATTITUDE

OTHER _____

_____

_____

COMMENTS: _____

_____

_____

THANK YOU,

_____
EMPLOYER OR INTERVIEWER

The ideal placement effort ignores racism and sexism. It has only one primary concern: the present and potential employability of persons requesting assistance. If assistance is needed for improving his/her employability, the system should identify the area(s) requiring development and suggest appropriate steps for resolving the problems. If the individual is employable, the system should assist the client in finding suitable employment.

In the establishment of client availability files, testing has a sign .icant place. The placement specialist should not be the test giver, nor should he/she be the test respondent, but he/she should be familiar enough with the basic tenets of testing to be a test interpreter when it comes to properly understanding his/her client's availability.

A placement specialist needs to be guided by several factors:

- Test data should never be used as the sole basis for important decisions.
- Creativity and motivation ability are not adequately measured by tests.
- Test scores change because of maturity, motivation, environment and a host of other factors.

There are several types of tests which can provide insight into a client's potential:

- Ability Tests (Mental ability, mental age, intelligence, intelligent quotient, mental maturity): These tests attempt to measure the ability to perceive and understand relationship,

capacity to learn new materials and to succeed in educational tests.

• Achievement Tests: These attempt to measure what an individual has learned including information or skills required and understanding developed. The test also indicates one's ability to use the information, skills and understanding in problem-solving situations.

• Aptitude Tests: These try to measure the capacity to acquire proficiency with training. They are particularly useful in placement, for they provide clients with an opportunity to examine important traits which may help assess relative strengths and weaknesses.

• Interest Inventories: These instruments are not tests in that they do not measure learning. They are based on an expression of likes and dislikes in occupational areas. In using these inventories, one needs to guard against the misinterpretation that interest indicates aptitude. A high interest does not always correlate with an ability to perform in that area.

• Personality Inventories: These inventories can be useful; however, they must be administered individually and interpreted by a professional trained in the process.

Job Availability File

The availability file will provide the means to systematize the information for all clients ready to enter the employment area. This will be facilitated through a coordinated, comprehensive network with clients, counselors, coordinators, employers, and other relevant individuals or sectors as participants. In the past, clients received such information, but no comprehensive system existed. This lack induced inefficiency which reduced clients' prospects for placement within the scope of their desires, interests, and abilities.

This file should provide updated listings for placement prospects and should be centrally located for easy access. All personnel should be encouraged to provide input for this file which will be merged with placement data from vocational/career education personnel, from the private sector, and from other relevant sources. This listing should be categorized by occupational sector.

All information should be included on availability cards. Staff members should have access to these cards and should be encouraged to add additional cards when new opportunities are ascertained. These should be reported to all outreach centers on a weekly basis to achieve a wide dissemination of placement opportunities. When a placement occurs, this information should be reported so that the listing can be updated. Availability cards should be sent to employers so that the necessary information can be obtained.

In order to help clients, the placement specialist must use a variety of contacts in the community to develop and maintain the job availability

file. To do this, the placement specialist must develop:

- Detailed procedures for verifying and recording job openings.
- Positive attitudes and a climate of acceptance among employers which will allow clients to receive favorable consideration.
- Cooperative linkages with local Job Banks.
- Records and reports as necessary to sustain the placement process.

The placement effort must be aware of the different types of placement needs:

- Full-time jobs for the client just out of school who needs an opportunity for meaningful career development.
- Part-time jobs for the client who wishes to remain in a formal educational facility but needs financial assistance.
- Jobs, for academic credit and pay, commonly known as cooperative education. The typical co-op job is a part-time extension of the educational process in the world of work.

The major dilemma in placement is finding the right job for the right client. There has been considerable dialogue on the educational value of some jobs. Is there any value in placement in unskilled occupations such as labor? Should students be placed in jobs which provide little ladder mobility for just the experience one derives in working, or should all placement be restricted to meaningful roles which can lead to rewarding careers? It is this problem that confronts youth in this

time of economic vacillation, inflation, and rising unemployment, a problem further complicated by widely diversified career choices and educational opportunities. The placement specialist, although trained to advise clients seeking employment or career training, should not be placed in a position to determine categorically what jobs have potential, or which are totally lacking in educational and career potential for his/her clients. To do so would limit the individual's right to growth and the right to a measure of success with which he/she may feel most comfortable.

Persons who have limited capabilities can enjoy work that could be unrewarding to large segements of the working population. A client with limited intellectual interests can be very happy and productive in a career with limited responsibilities or requiring the repetition of tasks. The key to success is placement of people where they can be happy as well as productive and where they can continue to grow as individuals, developing responsibility, self-confidence, and a sense of belonging as well as improving their skills and productivity.

This does not mean that placement personnel should place a client only in situations where the client feels that he/she can be happy. Careful consideration should be devoted to linking the right combination of client potential and job requirements. This is not an easy task considering such obstacles as:

- Negative attitudes of large segments of employers and organizations toward employment of youth.
- Lack of salable skills in so many of today's youth, particularly those who are early school leavers.

- Poor attitudes and self concepts of many of today's young people.
- State of the economy.

In any case, young people seeking full-time employment after leaving school should be placed in an entry-level job which closely matches their interests, aptitudes, desires, and abilities. This is not a mechanical process nor an easy one. It does not mean that the placement specialist simply matches the applicant's skills to the employer's skill needs. The key is to match the prospective job-seeker's potential for development with the employer's potential for opportunity. We have discussed the client's availability file; however, having clients without the job availability file is useless.

Availability forms and cards can be structured to local needs. Samples are provided that may serve as guides. Basically, the employer's record cards provide the priority list of employers. In addition to the company's name and address, the card:

- Indicates the person to be considered
- His/her title
- Telephone number
- Best time of day to contact
- Best time for interviewing applicants
- Types and requirements of available jobs.

JOB AVAILABILITY CARD

FIRM NAME: _____ PHONE _____

ADDRESS: _____

_____

(City) (State) (Zip)

JOB OFFERING _____ AS OF (DATE) _____

DESCRIPTION OF DUTIES _____

_____

_____ HOURS: _____

SPECIAL PREFERENCES OR REQUIREMENTS _____

_____

INTERVIEWER OR CONTACT _____

_____

39

JOB AVAILABILITY CARD (REVERSE)

APPLICANTS SENT	DATE	ACTION TAKEN
		1. HIRED ON DATE 2. FAILED TO REPORT FOR INTERVIEW 3. REFUSED JOB 4. FAILED TO REPORT TO WORK 5. NOT QUALIFIED 6. FAILED PHYSICAL 7. FAILED EMPLOYER'S TEST 8. OTHER (LIST)_____

AVAILABLE JOBS LIST

DATE_____ SCHOOL_____

PHONE_____ CONTACT_____

AS OF DATE	FIRM NAME	INTERVIEWER OR CONTACT	JOB AVAILABLE (DESCRIBE)

41

PART - TIME JOB AVAILABILITY REPORT

EMPLOYER'S NAME	CONTACT PERSON	JOB DESCRIPTION	DATE AVAILABLE

EMPLOYER INFORMATION FORM

COMPANY _____ WHEN TO SEE _____

ADDRESS _____

_____ TIME TO APPLY _____

(City) (State) (Zip)

POSITION _____ JOB REQUIREMENTS: _____

_____ _____

_____

HOW TO REACH: (A) Telephone

(B) Letter

(C) Other (Explain) _____

COMMENTS: _____

_____

_____

43

JOB CANDIDATES REFERRED

DATE	NAME	SCHOOL CONTACT	INTERVIEWED YES	INTERVIEWED NO	EMPLOYED YES	EMPLOYED NO	REASONS 1) SKILLS 2) INTEREST 3) ABILITY 4) ATTITUDE 5) OTHER

JOB PLACEMENT SYSTEM

JOB ORDER FORM

FIRM _____

ADDRESS _____

PHONE _____ (ZIP)

INTERVIEWER _____

JOB TITLE _____

DESCRIPTION _____

_____

SKILLS REQUIRED _____

_____

_____

OTHER CHARACTERISTICS DESIRED _____

_____

_____

SALARY _____ FULL OR PART-TIME _____

STARTING DATE _____ HOURS _____

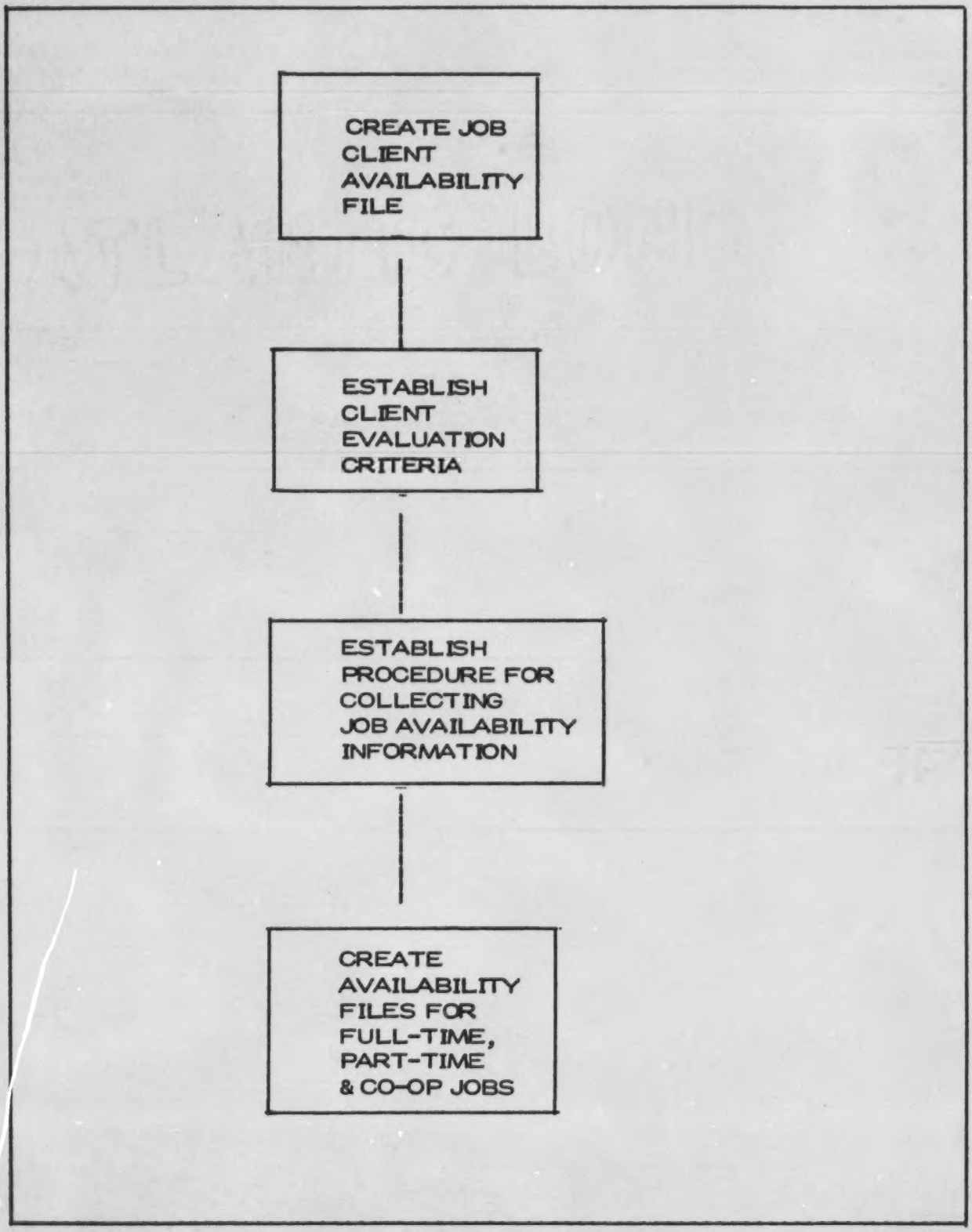
NUMBER OF EMPLOYEES SOUGHT _____

_____ (SIGNATURE)

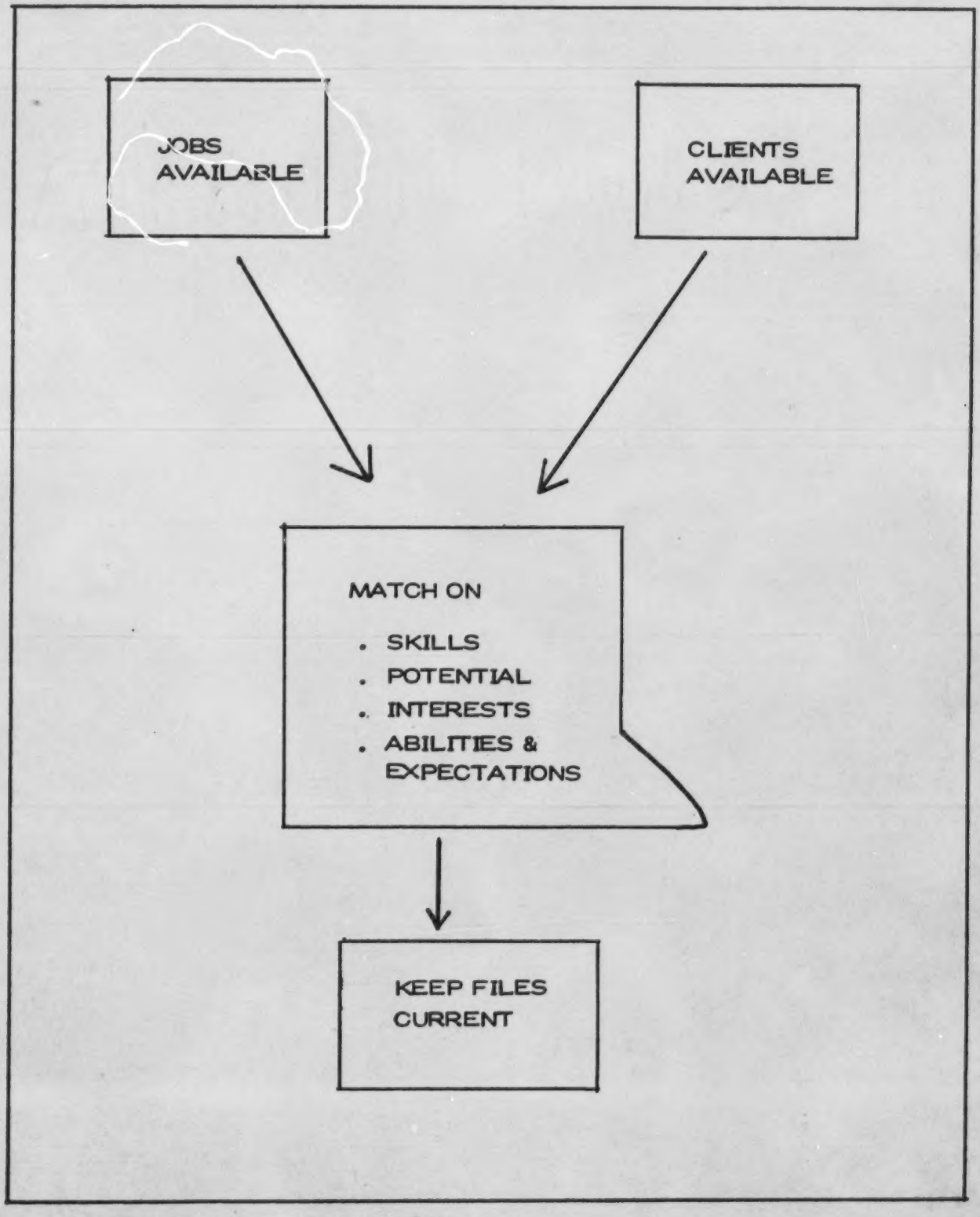
_____ (DATE)

The diagram following is a graphic representation or flow chart of the different procedures, in sequence, which a placement specialist would follow in making a program operational. Although each placement program will differ in size and in the complexity of its procedures, the diagram illustrates in sequential order those tasks which will be found in any placement system. Without these, it would be impossible to match clients with available jobs or to keep the system current.

PLACEMENT SPECIALIST'S PROCEDURE


CREATE JOB CLIENT AVAILABILITY FILE
ESTABLISH CLIENT EVALUATION CRITERIA
ESTABLISH PROCEDURE FOR COLLECTING JOB AVAILABILITY INFORMATION
CREATE AVAILABILITY FILES FOR FULL-TIME, PART-TIME & CO-OP JOBS

JOB PLACEMENT SYSTEM
PLACEMENT SPECIALIST'S PROCEDURE
(CONT'D)



In addition to a referral card and forms, the systematic approach should include information on the establishment of a central file for master control. These files ideally should include information on all contacts by the student with job placement staff, employer interviews, job placement information (including follow-up).

The central data file could also include information about the student including:

- Health (physical examination) with specific information pertinent to specific types of hazardous employment
- Socialization
- Willingness to accept instruction
- Willingness to accept criticism
- Test results (standardized scores).

Provision should be made for reports, analysis, and commentaries by job placement staff. This activity will be described in greater detail later in the manual. It is important to call attention at this point to the need for a centralized repository for information because such information will provide the qualitative and quantitative data for determining the extent to which the program is meeting the needs of clients and employers.

The placement program will be effective if the strategies have provided for communications with various groups including:

- Local employers
- Business organizations
- Advisory committees

- Local public employment services.

The placement program should create and continue commitments from employers to hire clients. It should attempt to maximize its potential for placement by reaching as many potential job listings as possible. The object is to get a maximum number of participating employers. In all contacts, placement services must be concise, positive, and professional. Placement philosophy identifies graduates or school leavers as marketable products, and this service will send individuals who can produce at acceptable levels. To develop a market for placement clients, employers can be "sold" on the quality of the placement service and be encouraged to provide jobs. Employers can be persuaded to:

- Restructure job duties of existing employees
- Review duties which are low priority
- Assess operational procedures
- Match number of jobs to desired output

Once the initial contact is made, individual contacts between employers and school placement personnel are advantageous. However, general groups can assist in the solicitation process. These groups include:

- Industry-education councils
- Occupational advisory committees
- Local associations of personnel directors
- Local Chambers of Commerce
- Local state employment service (New Jersey Job Service)

The last of this list deserves special attention. It is extremely important that the placement program maintain close relationship with the local state employment service in order to know trends, occupational needs, and manpower requirements. New Jersey Job Service has a job data bank which is a computer assisted system for job order development, information storage, distribution, and control. It is able to provide all job applicants and various agencies serving job applicants with daily information concerning available jobs and training opportunities registered with the New Jersey State Employment Service. The job data bank is tied into microfiche readers which can provide a variety of information. Through cooperation with the State Employment Office, arrangements can be made to provide for a representative of that office to visit the school for job placement purposes. The state representative will (1) interview applicants for the placement service and (2) assess the applicant's needs and occupational skills and interests. The State Employment Office representative will recommend further action where indicated and will maintain a continuing relationship with the assigned school personnel.

The placement service can use a variety of strategies for generating jobs. Included in these are:

- Presentations - Thoughtful presentation of placement programs is advantageous in selling placement services. The use of slide tapes can greatly enhance the presentation.
- Career days - Employers can be invited to present employment opportunities.
- Visits by personnel directors
- Direct mail campaigns

- Media - Radio, television, and newspaper publicity
- Job bank
- Community organizations
- Public services.

Employers need to know as much about a placement program as possible A fact sheet should be prepared so that there be a mutual understanding of purposes of the placement service. The fact sheet should contain a statement of policy, purposes, and procedures. It should also contain a listing of the benefits of the placement service to the employer:

- Low cost (eliminates recruitment costs; saves administrative expenses)
- Prescreened applicants for interview (saves time on screening)
- Large applicant inventory (better able to meet specific employment needs)
- Rapid response to job openings
- Assists in meeting Affirmative Action needs and helps reduce recruitment and training time
- Reduces the need for referrals to other agencies for manpower.

Follow-Up System

Vocational/career educators have conducted placement follow-up surveys ranging from local to statewide. To coordinate such efforts on a state-wide basis, guidelines and standards should lead to a single set of objectives. Through recognition of common goals and through combined efforts, regulations can be determined to allow for utilization

of the most appropriate and effective techniques. To develop and maintain a viable data base system, cooperation is mandatory.

Data collection germane to a former client's success is vital to the ongoing progress of vocational/career education. Such follow-up data is an efficient means by which to evaluate a program's success or a statewide system's success. In addition, the usage of relevant follow-up data can play an instrumental role as input for an accountability mechanism.

The purposes of follow-up are:

- Justification for continuation of existing programs or for implementation of new ones.
- Evaluation of existing methodologies.
- Identification of sources of input to prevent a program from becoming static.

Follow-up data may be used in the following ways:

- Coordinators plan strategies and procedures at the local level. Data from follow-up are used in the decision-making process; data from previous years can be used in the detection of trends affecting planning and management functions.
- Administrators at all levels should utilize prior follow-up data in preparing new programs and/or new budgets for existing programs. Since planning must often be adjusted to address local/regional needs, follow-up data from former clients can facilitate the process.
- Placement specialists must have data readily available for the placement function. Prior placement records within a training area are a vital factor in assisting a client with a vocational/career decision.

- The quality of vocational/career education correlates closely with the supply of well-informed instructors. Data must be accessible to educators who develop curricula.
- Instructors can utilize follow-up data in planning curricular adjustments. Such follow-up studies are a practical means for designing programs that meet local employment needs.
- Follow-up data can also be utilized in reports necessary to comply with governmental regulations.

Objectives - Follow-up System

The "follow-up" is defined as those activities associated with periodic and statistical studies and reports which take place after the clients have been placed or left an institution. It allows the institution to measure the effectiveness of its programs.

The objectives of a follow-up system are the following:

- To provide valid data for mandated reports.
- To provide the means for evaluation of all components.
- To provide a means of collecting and disseminating data which will enable staff to evaluate the placement process.
- To develop a means of evaluating the derived benefits of placement programs.
- To provide valid data to facilitate the decision-making process.
- To provide a system which can gather useful data.

A well-organized and well structured follow-up system can provide the following information about clients:

- Whether or not they are currently employed. If unemployed, if they want assistance from the placement program in finding a job; if employed, the name and address of the employer, and the type of job held.
- How many jobs they have held since leaving school including job titles, salaries, the employer's names and addresses.
- How well they are doing on the job in terms of wages, satisfaction, promotion opportunities, etc.
- How well they feel they were prepared by their school for the world of work in general, and for their current job in particular.
- What other skills or schooling should have been included in preparing them for the world of work and for their specific jobs.
- If they are planning to stay with their current job or plan to change employers.
- Information on future educational plans.
- Information from employers on employees' attitudes and work habits.

If the follow-up information is not used, it has little value. If used, it can bring about important changes. It can aid in building a data bank, in the analysis of data as related to the program's objectives, and in the formulation of recommendations.

Six-Month Follow-Up

The six-month follow-up is designed to be used only if the placement project is federally funded and if the funding agency requires a quarterly, semi-annual, or annual report. This does not mean necessarily that a report is due on a date six months after the program starts. Rather, the report will be generated when scheduled by the agency.

The format of the follow-up procedure can be modified to provide for maintenance of continuing follow-up or can be adapted to the requirements for external reporting. Usually, information gathered through these procedures is of a basic nature and may not provide sufficient data needed to make sound judgments regarding program revisions.

Such information provides data on a number of clients and may include such items as:

- Enrollment in the program
- Completions
- Non-availability for placement because of commitment to continuing education
- Availability for placement in full-time, training-related jobs
- Availability for placement in any field.

The selected data-gathering instrument is designed to allow students to complete the first part prior to leaving school. The second part contains data pertinent to the placement user's current employment status.

A questionnaire used for this purpose should secure personal information as well as employment status, because some of this data may have changed during the time elapsed since the client's initial enrollment in the placement program. The completed questionnaire should be filed with the client's permanent record or in the follow-up file depending on the local or regional procedures.

Although professionals involved in the placement process recognize the need for follow-up procedures, this is not generally the case with clients. Once they have been served by the placement program, they may no longer have it foremost in their minds; consequently, it is advisable to give them advance notice that you will be asking their assistance in data gathering procedures. Thus, they will not be puzzled when the survey questionnaire arrives at their homes. In addition, the advance notice of the survey conveys to the former clients the importance of the survey in which they will participate. Sample notices, cover letters, and forms have been included in the manual and can easily be modified for local needs.

Follow-Up System

Six-Month Notice
(Sample Letter or Post-card)

Dear _____:

_____ plans to conduct a follow-up survey of students who were enrolled in school during the past academic year.

Through this follow-up survey, we hope to obtain information from as many former students as possible in order to determine if their educational programs have been or are valuable to current work or school placement.

You will receive the survey questionnaire in about two weeks, along with a cover letter and a postage-paid return envelope. Please complete and return the questionnaire to us promptly.

Sincerely,

_____

Six-Month Follow-Up System

Cover Letter

Date_____

Dear_____:

How well has your educational program prepared you for employment? This information is of major concern to people in the educational field.

Perhaps you recall that you were told about our follow-up program while you were still in school and were instructed on how to complete the survey questionnaire. The enclosed questionnaire is the same one that you completed at that time. The bottom part, which applies specifically to your employment situation, is the part you are now requested to complete. Please take a few minutes now to complete and return it to us in the enclosed postage-paid envelope.

The information you provide will be considered confidential and will be reviewed only by your former teachers and the school administrators involved in this survey. All reports will include statistics in the form of totals and percentages only.

Should you wish to see the results of this survey, they will be available in the school office.

If you have any questions about the follow-up questionnaire, please call me at your convenience.

Sincerely,

Enclosures

JOB PLACEMENT SIX-MONTH FOLLOW-UP PROCEDURES

JOB CANDIDATE _____ PHONE _____

ADDRESS _____
(City) (State) (Zip)

CLOSE RELATIVE OR SOMEONE
WHO CAN CONTACT YOU _____

ADDRESS _____
(City) (State) (Zip)

SCHOOL _____ Counselor or Contact _____
Phone _____

VOCATION _____ Male/Female _____ DATE _____

PLEASE COMPLETE WITHIN SIX-MONTHS OF BEING OUT OF SCHOOL

1. PLACEMENT STATUS

Fully Employed.....FIRM NAME _____

Employed (but Part-Time or not in Vocation)..... ADDRESS _____
(State) (Zip)

JOB _____ DESCRIPTION _____
DATE HIRED _____ SUPERVISOR _____
PHONE(WORK) _____ PHONE _____

Full-Time Student at _____
(School)

Military Service

Unemployed (Available for Work) Since _____
(Date)

Not Available for Work - Reason _____

If Unemployed, have you worked since leaving school? _____
How long? _____

2. HAS VOCATIONAL TRAINING HELPED YOU GET A JOB? _____
HAS IT HELPED YOU GET THE JOB YOU WANT? YES____ NO____

3. IF EMPLOYED, (CHECK ONE)
__ My Job is the vocation I trained in
__ My Job is related to the vocation I trained in
__ I am happy with the work I am doing
__ I want to change my Job to _____
__ Please continue to provide me with Placement Services

4. MY ADDRESS CHANGED TO: _____

5. COMMENTS _____

JOB PLACEMENT SIX-MONTH FOLLOW-UP (cont'd)

6. HOW DID YOU GET YOUR JOB?
   - __ Job Placement Service
   - __ Teacher
   - __ School Counselor
   - __ Friend
   - __ On My Own
   - __ Newspaper Ad
   - __ State Employment Agency
   - __ Employment Agency __Fee Paid by Company __ I Paid Fee

7. IF NOT EMPLOYED, WOULD YOU LIKE US TO HELP YOU FIND A JOB?
   YES___ NO ___

8. IF NOT WORKING IN VOCATION PLEASE TELL US WHY

   _____

   _____

9. HOW WOULD YOU RATE YOUR TRAINING IN YOUR VOCATIONAL PROGRAM?
   - __ Excellent
   - __ Good
   - __ Adequate (Fair)
   - __ Poor

10. COMMENTS ABOUT YOUR PROGRAM AND YOUR SCHOOL HELP EVERYONE TO DO A BETTER JOB. PLEASE SHARE YOUR THOUGHTS WITH US.

    _____

    _____

    _____

11. HANDWRITTEN QUESTIONS FROM COUNSELORS OR TEACHERS

12. _____

13. _____

14. _____

    _____

SIGNATURE _____ DATE _____

SCHOOL USE

COUNSELOR OR SCHOOL CONTACT _____ DATE _____

Six-Month Follow-Up System

Reminder
(Sample)

Date_____

Dear :

A short time ago, we sent you a questionnaire regarding the value of your educational program to your present work or school situation.

We have not received the completed questionnaire. Perhaps you merely forgot to mail it, so please check your records if you have not yet completed the questionnaire, we will greatly appreciate it if you will complete and return it to us within the next few days.

We will be most grateful for your cooperation.

_____
(Placement Specialist)

(postcard)

JOB PLACEMENT SURVEY REMINDER
(Attach Copy of Survey Form)

TO: THE JOB CANDIDATE

DEAR _____:

WE HAVE NOT RECEIVED YOUR SIX-MONTH PLACEMENT SURVEY FORM AND WE MUST HAVE IT IN ORDER TO COMPLETE OUR EVALUATION OF THE VOCATIONAL EDUCATION TRAINING AND PLACEMENT PROGRAM YOU ARE PART OF. PLEASE COMPLETE THE FORM AS SOON AS POSSIBLE. IT IS VERY IMPORTANT TO KEEP US INFORMED OF YOUR JOB STATUS SINCE YOU'RE STILL ELIGIBLE FOR PLACEMENT SERVICES.

THANK YOU FOR YOUR COOPERATION.

_____
(PLACEMENT SPECIALIST)

JOB PLACEMENT SYSTEM FOLLOW-UP

SIX-MONTH SURVEY LIST

DATE _____

NAME	ADDRESS	PHONE	RETURNED SURVEY YES	NO

Annual Follow-Up

The one, three, and five-year follow-up studies have the following objectives:

- Production of information for evaluating services provided by the placement and follow-up program.
- Compilation of descriptive data on former placement clients.
- Development of information indicating the effectiveness of client preparation for employment.
- Development of information on effectiveness of student preparation for placement.
- Determination of relationship between placement and educational preparation.
- Development of information on factors contributing to an early school exit.
- Compilation of group interaction which will contribute to cost-benefit analysis of educational/placement programs.
- Development of procedures and instruments designed to allow conclusions to be drawn relative to objectives of placement and follow-up efforts previously described.
- Analysis of data in consideration of program deficiencies and identification of educational or placement changes or modifications needed to improve these services and to correct deficiencies.
- If resources are available to support these studies, continuation of the effort will allow for
  - procurement of information to evaluate placement services
  - collection of descriptive data on former clients for use in placement of new clients
  - collection and storing of data on the effectiveness of student preparation for employment as well as for continuing education.

Effective one, three, and five-year surveys can also provide:

- Indicators to determine why students terminate formal education prior to graduation.
- Identification of areas having the greatest need for revision.
- Data needed for qualitative evaluation.

All sample forms and instruments are designed to produce relevant information on placement clients.

The following survey forms are recommended for use in conducting the one-year, three-year, and five-year follow-up studies. Important as the six month follow-up is, it does not provide sufficient data through which program personnel can make revisions. The sample forms provided here are the same for the one-year, three-year, and five-year surveys so that areas which have been targeted for adaptation or revision can be compared at later dates to ascertain if the modifications have been successful or if further revision is necessary. In addition to the forms themselves, the manual includes sample reminders for clients who do not return their forms. Like the other forms, these are intended only as samples and are easily adapted for local needs.

JOB PLACEMENT ONE-YEAR FOLLOW-UP PROCEDURES

JOB CANDIDATE _____ PHONE _____

ADDRESS _____
(City) (State) (Zip)

CLOSE RELATIVE OR SOMEONE
WHO CAN CONTACT YOU _____

ADDRESS _____
(City) (State) (Zip)

SCHOOL _____ Counselor or Contact _____
Phone _____

VOCATION _____ Male/Female _____ DATE _____

PLEASE COMPLETE WITHIN ONE-YEAR OF BEING OUT OF SCHOOL

1. PLACEMENT STATUS

Fully Employed .....FIRM NAME _____

Employed (but Part-Time or not in Vocation)..... ADDRESS _____
(State) (Zip)

JOB _____ DESCRIPTION _____
DATE HIRED _____ SUPERVISOR _____
PHONE(WORK) _____ PHONE _____

Full-Time Student at _____
(School)

Military Service

Unemployed (Available for Work) Since _____
(Date)

1 Not Available for Work - Reason _____

If Unemployed, have you worked since leaving school? _____

How long? _____

2. HAS VOCATIONAL TRAINING HELPED YOU GET A JOB? _____
HAS IT HELPED YOU GET THE JOB YOU WANT? YES____ NO____

3. IF EMPLOYED, (CHECK ONE)
__ My Job is the vocation I trained in
__ My Job is related to the vocation I trained in
__ I am happy with the work I am doing
__ I want to change my Job to _____
__ Please continue to provide me with Placement Services

4. MY ADDRESS CHANGED TO: _____

5. COMMENTS _____

JOB PLACEMENT ONE-YEAR FOLLOW-UP (cont'd)

6. HOW DID YOU GET YOUR JOB?
   - __ Job Placement Service
   - __ Teacher
   - __ School Counselor
   - __ Friend
   - __ On My Own
   - __ Newspaper Ad
   - __ State Employment Agency
   - __ Employment Agency __Fee Paid by Company __ I Paid Fee

7. IF NOT EMPLOYED, WOULD YOU LIKE US TO HELP YOU FIND A JOB?
   YES___ NO___

8. IF NOT WORKING IN VOCATION PLEASE TELL US WHY

   _____

   _____

9. HOW WOULD YOU RATE YOUR TRAINING IN YOUR VOCATIONAL PROGRAM?
   - __ Excellent
   - __ Good
   - __ Adequate (Fair)
   - __ Poor

10. COMMENTS ABOUT YOUR PROGRAM AND YOUR SCHOOL HELP EVERYONE TO DO A BETTER JOB. PLEASE SHARE YOUR THOUGHTS WITH US.

    _____

    _____

    _____

11. HANDWRITTEN QUESTIONS FROM COUNSELORS OR TEACHERS

12. _____

13. _____

14. _____

    _____

SIGNATURE_____ DATE_____

SCHOOL USE

COUNSELOR OR SCHOOL CONTACT_____ DATE_____

JOB PLACEMENT SYSTEM FOLLOW-UP

ONE-YEAR SURVEY LIST

DATE _____

NAME	ADDRESS	PHONE	RETURNED SURVEY YES	NO

JOB PLACEMENT SURVEY REMINDER
(Attach Copy of Survey Form)

TO: THE JOB PLACEMENT CLIENT

DEAR _____:

WE HAVE NOT RECEIVED YOUR ONE-YEAR PLACEMENT SURVEY FORM AND WE MUST HAVE IT IN ORDER TO COMPLETE OUR EVALUATION OF THE VOCATIONAL EDUCATION TRAINING AND PLACEMENT PROGRAM OF WHICH YOU ARE PART. PLEASE COMPLETE THE FORM AS SOON AS POSSIBLE. IT IS VERY IMPORTANT TO KEEP US INFORMED OF YOUR JOB STATUS SINCE YOU ARE STILL ELIGIBLE FOR PLACEMENT SERVICES.

THANK YOU FOR YOUR COOPERATION.

_____
(PLACEMENT SPECIALIST)

JOB PLACEMENT THREE-YEAR FOLLOW-UP PROCEDURES

JOB PLACEMENT CLIENT _____ PHONE _____

ADDRESS _____
(City) (State) (Zip)

CLOSE RELATIVE OR SOMEONE
WHO CAN CONTACT YOU _____

ADDRESS _____
(City) (State) (Zip)

SCHOOL _____ Counselor or Contact _____
Phone _____

VOCATION _____ Male/Female _____ DATE _____

PLEASE COMPLETE WITHIN THREE-YEARS OF BEING OUT OF SCHOOL

1. PLACEMENT STATUS

Fully Employed.....FIRM NAME _____

Employed (but Part-Time or not in Vocation)..... ADDRESS _____
(State) (Zip)

JOB _____ DESCRIPTION _____
DATE HIRED _____ SUPERVISOR _____
PHONE(WORK) _____ PHONE _____

Full-Time Student at _____
(School)

Military Service

Unemployed (Available for Work) Since _____
(Date)

Not Available for Work - Reason _____

If Unemployed, have you worked since leaving school? _____
How long? _____

2. HAS VOCATIONAL TRAINING HELPED YOU GET A JOB? _____
HAS IT HELPED YOU GET THE JOB YOU WANT? YES____ NO____

3. IF EMPLOYED, (CHECK ONE)
__ My Job is the vocation I trained in
__ My Job is related to the vocation I trained in
__ I am happy with the work I am doing
__ I want to change my Job to _____
__ Please continue to provide me with Placement Services

4. MY ADDRESS CHANGED TO: _____

5. COMMENTS _____

JOB PLACEMENT THREE-YEAR FOLLOW-UP (cont'd)

6. HOW DID YOU GET YOUR JOB?
   - __ Job Placement Service
   - __ Teacher
   - __ School Counselor
   - __ Friend
   - __ On My Own
   - __ Newspaper Ad
   - __ State Employment Agency
   - __ Employment Agency __ Fee Paid by Company __ I Paid Fee

7. IF NOT EMPLOYED, WOULD YOU LIKE US TO HELP YOU FIND A JOB?
   YES____ NO____

8. IF NOT WORKING IN VOCATION PLEASE TELL US WHY

   _____

   _____

9. HOW WOULD YOU RATE YOUR TRAINING IN YOUR VOCATIONAL PROGRAM?
   - __Excellent
   - __Good
   - __ Adequate (Fair)
   - __ Poor

10. COMMENTS ABOUT YOUR PROGRAM AND YOUR SCHOOL HELP EVERYONE TO DO A BETTER JOB. PLEASE SHARE YOUR THOUGHTS WITH US.

    _____

    _____

    _____

11. HANDWRITTEN QUESTIONS FROM COUNSELORS OR TEACHERS

12. _____

13. _____

14. _____

    _____

SIGNATURE_____DATE_____

SCHOOL USE

COUNSELOR OR STUDENT CONTACT_____DATE_____

JOB PLACEMENT SURVEY REMINDER
(Attach Copy of Survey Form)

TO: THE JOB PLACEMENT CLIENT

DEAR _____:

WE HAVE NOT RECEIVED YOUR THREE-YEAR PLACEMENT SURVEY FORM AND WE MUST HAVE IT IN ORDER TO COMPLETE OUR EVALUATION OF THE VOCATIONAL EDUCATION TRAINING AND PLACEMENT PROGRAM YOU ARE A PART.

PLEASE COMPLETE THE FORM AS SOON AS POSSIBLE.

IT IS VERY IMPORTANT TO KEEP US INFORMED OF YOUR JOB STATUS SINCE YOU ARE STILL ELIGIBLE FOR PLACEMENT SERVICES.

THANK YOU FOR YOUR COOPERATION.

_____
(PLACEMENT SPECIALIST)

JOB PLACEMENT SYSTEM FOLLOW-UP

THREE-YEAR SURVEY LIST

DATE _____

NAME	ADDRESS	PHONE	RETURNED SURVEY YES	RETURNED SURVEY NO

JOB PLACEMENT FIVE-YEAR FOLLOW-UP PROCEDURES

JOB PLACEMENT CLIENT _____ PHONE _____

ADDRESS _____
(City) (State) (Zip)

CLOSE RELATIVE OR SOMEONE
WHO CAN CONTACT YOU _____

ADDRESS _____
(City) (State) (Zip)

SCHOOL _____ Counselor or Contact _____
Phone _____

VOCATION _____ Male/Female _____ DATE _____

PLEASE COMPLETE WITHIN FIVE-YEARS OF BEING OUT OF SCHOOL

1. PLACEMENT STATUS

Fully Employed.....FIRM NAME _____

Employed (but Part-Time or not in Vocation) ADDRESS _____

(State) (Zip)

JOB _____ DESCRIPTION _____
DATE HIRED _____ SUPERVISOR _____
PHONE(WORK) _____ PHONE _____

Full-Time Student at _____
(School)

Military Service

Unemployed (Available for Work) Since _____
(Date)

Not Available for Work - Reason _____

If Unemployed, have you worked since leaving school? _____

How Long? _____

2. HAS VOCATIONAL TRAINING HELPED YOU GET A JOB? _____
HAS IT HELPED YOU GET THE JOB YOU WANT? YES____ NO____

3. IF EMPLOYED, (CHECK ONE)
__ My Job is the vocation I trained in
__ My Job is related to the vocation I trained in
__ I am happy with the work I am doing
__ I want to change my Job to _____
__ Please continue to provide me with Placement Services

4. MY ADDRESS CHANGED TO: _____

5. COMMENTS _____

JOB PLACEMENT FIVE-YEAR FOLLOW-UP (cont'd)

6. HOW DID YOU GET YOUR JOB?
   - __ Job Placement Service
   - __ Teacher
   - __ School Counselor
   - __ Friend
   - __ On My Own
   - __ Newspaper Ad
   - __ State Employment Agency
   - __ Employment Agency __ Fee Paid by Company __ I Paid Fee

7. IF NOT EMPLOYED, WOULD YOU LIKE US TO HELP YOU FIND A JOB?
   YES_____ NO_____

8. IF NOT WORKING IN VOCATION PLEASE TELL US WHY

   _____

   _____

9. HOW WOULD YOU RATE YOUR TRAINING IN YOUR VOCATIONAL PROGRAM?
   - __ Excellent
   - __ Good
   - __ Adequate (Fair)
   - __ Poor

10. COMMENTS ABOUT YOUR PROGRAM AND YOUR SCHOOL HELP EVERYONE TO DO A BETTER JOB. PLEASE SHARE YOUR THOUGHTS WITH US.

    _____

    _____

    _____

11. HANDWRITTEN QUESTIONS FROM COUNSELORS OR TEACHERS

12. _____

13. _____

14. _____

    _____

SIGNATURE_____ DATE_____

SCHOOL USE

COUNSELOR OR SCHOOL CONTACT_____ DATE_____

JOB PLACEMENT SURVEY REMINDER
(Attach Copy of Survey Form)

TO: THE JOB PLACEMENT CLIENT

DEAR_____:

WE HAVE NOT RECEIVED YOUR FIVE-YEAR PLACEMENT SURVEY FORM AND WE MUST HAVE IT IN ORDER TO COMPLETE OUR EVALUATION OF THE VOCATIONAL EDUCATION TRAINING AND PLACEMENT PROGRAM OF WHICH YOU ARE PART. PLEASE COMPLETE THE FORM AS SOON AS POSSIBLE. IT IS VERY IMPORTANT TO KEEP US INFORMED OF YOUR JOB STATUS SINCE YOU ARE STILL ELIGIBLE FOR PLACEMENT SERVICES.

THANK YOU FOR YOUR COOPERATION.

_____
(PLACEMENT SPECIALIST)

JOB PLACEMENT SYSTEM FOLLOW-UP

FIVE-YEAR SURVEY LIST

DATE _____

NAME	ADDRESS	PHONE	RETURNED SURVEY YES	NO

78

Research and Reporting

Current research on placement programs concludes that:

- Program objectives should meet the needs of placement clients.
- Placement activities should be provided without cost to clients.
- Placement services should be coordinated with other placement efforts.
- Placement should serve as a clearinghouse for job information.
- Placement efforts should facilitate transition from education/training to work.
- Placement services increase career opportunities.
- Placement and follow-up programs should be interrelated and mutually supportive.

Based on the preceding findings, there are eight operational practices to the building of a successful placement and follow-up effort. They are:

- The program should function as an operational component of the agency offering placement services.
- Placement clients should be assisted in obtaining educationally significant and relevant employment.
- Early school leavers should be offered placement services that encourage completion of formal education.
- Placement clients should be given assistance by professionally-trained counselors.
- Representatives of community-based businesses, industries, labor, government services, and parent groups should be included in advisory committees charged with assisting in placement development.

- Volunteers from the community should be recruited to aid in placement efforts.
- Employers/placement services liaison should take place in a central location or office.
- Youth employment assistance services in the community should be used as fully as possible.
- A standardized reporting system should be implemented at appropriate intervals throughout the operation of the placement system.

It is essential that an effective flow of information be maintained if the program is to succeed. While too much or too detailed reporting can hamper progress, too little or incomplete communication can also impede performance. Management should make certain that the following kinds of information will be documented for repeating at scheduled intervals.

Forms and records maintained on a daily basis should document:

- Employer services: number of employers contacted by telephone and/or by personal visits.
- Job development: number of job orders received.
- Job placement: number of clients referred and placements which occurred (classified according to occupation).
- Employer recruitment: number and names of employers who actively participate in the placement program.

The following survey forms have been included as guides for personnel involved in placement programs. As with the other forms included in this guidebook, they may be easily adapted to local needs. Program management may wish to use pre-addressed postal cards for briefer forms to facilitate a higher percentage of initial returns. Such a strategy could be implemented with the job placement supplementary survey form for employment status.

Of these forms, one is particularly useful in follow-up activities--the early leaver's survey. Although it is important to gather pertinent data from all clients, it is especially vital to secure the input of clients who did not complete their programs. Without their data, management will be less able to make appropriate program revisions in a timely fashion. The use of checklists rather than large spaces for narrative commentary should insure that early leavers will complete and return this form.

JOB PLACEMENT SUPPLEMENTARY SURVEY FORM

EMPLOYMENT STATUS

TO THE JOB PLACEMENT CLIENT:

DEAR_____,

PLEASE TAKE THE TIME TO ANSWER A FEW QUESTIONS WHICH ARE VITAL TO ON-GOING CAREER TRAINING PROGRAMS AND JOB PLACEMENT EVALUATIONS.

THANK YOU,

_____

(PLACEMENT SPECIALIST)

1. DO YOU STILL WANT HELP IN FINDING A JOB? YES ___ NO___
2. ARE YOU EMPLOYED? YES___ NO___

EMPLOYER'S NAME_____

ADDRESS_____

_____

(ZIP)

JOB TITLE_____SALARY_____WEEKLY

JOB PLACEMENT SUPPLEMENTARY SURVEY FORM

CONTINUING EDUCATION ASSESSMENT

TO THE JOB PLACEMENT CLIENT:

DEAR_____,

PLEASE TAKE THE TIME TO ANSWER A FEW QUESTIONS WHICH ARE VITAL TO ON-GOING TRAINING PROGRAMS AND JOB PLACEMENT EVALUATIONS.

THANK YOU,

_____
(PLACEMENT SPECIALIST)

1. DO YOU STILL WANT HELP IN FINDING A JOB? YES___ NO___
2. ARE YOU EMPLOYED? YES___ NO___
3. ARE YOU PLANNING TO CONTINUE YOUR EDUCATION? YES___ NO___
4. WOULD YOU LIKE ASSISTANCE IN GAINING ADMISSION TO THE SCHOOL OF YOUR CHOICE FROM OUR PLACEMENT SERVICE? YES___ NO___
5. WHAT PROGRAM DO YOU INTEND TO FOLLOW?

_____

_____

6. AT WHAT SCHOOL?_____

JOB PLACEMENT SYSTEM FOLLOW-UP

EARLY LEAVER'S SURVEY

THIS SURVEY FORM CONTAINS INFORMATION VITAL TO ON-GOING EVALUATION OF OUR CAREER TRAINING AND JOB PLACEMENT PROGRAM. PLEASE ANSWER THE QUESTIONS FRANKLY AND RETURN THE FORM. TO HELP US IMPROVE OUR PROGRAMS.

THANK YOU,

_____
(PLACEMENT SPECIALIST)

NAME_____ _____

ADDRESS_____
(ZIP)

CAREER_____ LAST DATE IN PROGRAM_____

1. THE TRAINING PROGRAM I WAS IN I WOULD RATE AS FOLLOWS:

____EXCELLENT
____GOOD
____FAIR
____POOR
____NOT WORTH COMPLETING

2. I LEFT THE PROGRAM BECAUSE (CHECK ALL THAT APPLY)

____NO INTEREST
____NO TRANSPORTATION
____I WAS WASTING MY TIME
____THE TRAINING MADE ME REALIZE I WOULDN'T LIKE THE WORK
____MY HEALTH
____I GOT A JOB
____I DIDN'T LIKE THE TEACHERS
____IT TOOK TOO MANY YEARS TO FINISH

JOB PLACEMENT SYSTEM FOLLOW-UP

EARLY LEAVER'S SURVEY

(CONT'D)

____I COULDN'T DO THE WORK - IT WAS TOO HARD
____WENT INTO MILITARY SERVICE
____DIDN'T HAVE MONEY TO KEEP GOING TO SCHOOL
____GOT MARRIED
____OTHER REASON

PLEASE DESCRIBE ANY REACTIONS YOU HAD TO YOUR TRAINING PROGRAM TO HELP OTHERS IN CAREER STUDY PROGRAMS

_____

_____

_____

_____

ARE YOU STILL INTERESTED IN CAREER TRAINING AND PLACEMENT?

YES___ NO___

Supplemental Services

There are many and varied services available through the State of New Jersey. The public Employment Service (New Jersey Jobs) is an organization dedicated to finding employment for area youths who want to work. Since the enactment of the Wagner Peyser Act of 1933, the United States Employment Service (USES) and other stage agencies have become active in the placement process. Among these services are:

- Testing and Counseling Services which use a variety of aptitude and interest inventories:

  (1) General Aptitude Test Battery (GATB) recognized nationally as a valuable tool for placement.

  (2) Non-Reading Aptitude Test Battery (NATB) which is vital to counseling services for persons having limited English speaking or reading ability.

  (3) Basic Occupational Literacy Test (BOCT) which assists counselors for clients who have low reading and/or arithmetic achievement when the client's level of achievement for job placement must be determined.

- Occupation and labor market information. Several publications are available which can provide this data, including: Job Guide for Young Workers, Occupations in Electronic Computing Systems, and Guide to Occupational Information which can be obtained at no charge.

- Job Banks: a computerized system through which employers list job orders. The system provides a daily listing of currently available jobs within a given area. The list is available on microfilm or microfiche and is distributed daily to local employment agencies and offices at no charge. Other placement services that have a microfiche capability can be assigned a control telephone number for use in making referrals from information contained in the job bank.

- Job Development. A placement agency can develop a job potential suitable for specific placement clients.

- Apprenticeship Information Centers. New Jersey Jobs has mounted a special effort to recruit and place youths in apprenticeship programs focusing on minority groups and females. Information is provided through Apprenticeship Information Centers which recruits, counsels, and refers qualified youth to suitable apprenticeships available in construction, industrial, and service trades.

Evaluation

To develop systematic methods for improvement of the overall effectiveness of the system, evaluation components must be built into every part of the placement and follow-up program. The needs of clients, the community, and the institutions offering placement services change through the years, and evaluation is a viable means for maintaining sensitivity to these changes. Evaluation processes, however, are not intended as agents for change just for the sake of change.

Each placement process should be monitored and evaluated throughout the year. Performance objectives should be measured for each program and a rating scale/card system must be developed.

The evaluation process should look at:

- Promptness of meeting and/or adherence to pre-established milestones.

- Response performance expressed as a percentage of identified instruments such as surveys, interviews, questionnaires, and ratings.

- Subjective data collected and coded to the extent that the data constitutes or clarifies the analysis and interpretation of objective criteria.

A summative evaluation should be conducted each year of the program's progress. Evaluations should be internal to the sponsoring institution. This does not preclude external evaluation, but a summative evaluation must be conducted internally if the placement program is to continue to adopt the changes and to develop improvements. The following elements should be included in such evaluations:

- Documented summary of data collected in formative process evaluations.
- Analysis of summary and a written interpretation based on analysis.
- Collection and summation of data relating to each program objective. These objectives should be quantified indicating the degree of achievement for each objective.
- A written exposition on objectives and performance evaluation measures offering a concise and subjective interpretation of the interrelationship of factors affecting such objective and performance evaluation measure. This exposition should also include a generalization as to the quality of the effort and results of each objective.
- Reporting of changes over time spanned by the effort as similar data is accumulated from year to year. Significant changes should be given a separate evaluation that impacts the total program.

-oOo-

The following forms are vital to the on-going evaluation of the placement effort. They should be used in both the formative and summative evaluations.

JOB PLACEMENT SYSTEM
CLIENT EVALUATION FORM

CLIENT_____ PHONE_____

ADDRESS_____ SCHOOL_____

_____ _____
(Zip)

CAREER_____ DATE_____

.....

1. CLIENT IS AVAILABLE FOR WORK ON?_____
__FULL-TIME __PART-TIME

2. HAS COMPLETED THE SELF-EVALUATION AND HAS ALL INFORMATION?
__YES NO__

3. HAS COMPLETED SOME JOB-SEEKING STUDY OR COUNSELING? __YES NO__

4. HAS SOME EXPERIENCE IN INTERVIEW PROCEDURES? __YES NO__

5. IS ACTIVELY SEEKING EMPLOYMENT? __YES NO__

6. IS ACCEPTED AS A JOB PLACEMENT CLIENT? __YES NO__

TO THE JOB PLACEMENT CLIENT:

DEAR_____,

PLEASE TAKE THE TIME TO ANSWER A FEW QUESTIONS WHICH ARE VITAL TO ON-GOING CAREER TRAINING PROGRAMS AND JOB PLACEMENT EVALUATIONS.

THANK YOU,

_____
(PLACEMENT SPECIALIST)

1. DO YOU STILL WANT HELP IN FINDING A JOB? YES___ NO___
2. ARE YOU EMPLOYED? YES___ NO___
3. HOW WELL DID YOUR CAREER TRAINING PREPARE YOU FOR YOUR JOB?

   VERY WELL____
   FAIRLY WELL___
   JUST WELL ENOUGH____
   POORLY____

4. HOW WELL DID YOUR CAREER TRAINING PROGRAM PREPARE YOU FOR WORKING IN GENERAL?

   VERY WELL____
   FAIRLY____
   JUST WELL ENOUGH____
   POORLY____

5. WHAT SUGGESTIONS CAN YOU MAKE TO HELP US BETTER PREPARE CLIENTS FOR WORKING?_____
   _____
   FOR YOUR PARTICULAR JOB?_____
   _____

6. HOW WOULD YOU RATE THE EFFECTIVENESS OF THE JOB PLACEMENT SERVICES?

   EXCELLENT____
   GOOD____
   FAIR____
   POOR____
   DIDN'T USE JOB PLACEMENT SERVICES____

7. DID YOU GET YOUR CURRENT JOB THROUGH JOB PLACEMENT SERVICES? YES___ NO___

EMPLOYER'S SURVEY FORM

Cover Letter

(Sample)

Date_____

Dear (Contact's Name) :

_____ is conducting a survey to obtain input from employers of former students. This information will be used to develop a relevant status in our instructional programs. Your answers to the enclosed questions will be very valuable to current evaluation efforts and in planning new and better programs.

For your convenience a brief instructional statement is enclosed along with the questionnaire.

Thank you very much for your cooperation.

Sincerely yours,

_____

Enclosures

JOB PLACEMENT SYSTEM
EMPLOYER'S SURVEY FORM

FIRM _____ _____ PHONE _____

ADDRESS _____ ZIP _____

DEAR EMPLOYER,

PLEASE RESPOND FRANKLY TO EACH QUESTION BELOW TO HELP EVALUATE OUR CAREER TRAINING PROGRAM AND PLACEMENT SERVICES.

1. PLEASE EVALUATE EMPLOYEE _____
PERFORMANCE AND SKILL BY CHECKING THE APPROPRIATE BOXES.

	EXCELLENT	GOOD	FAIR	POOR	HOW IMPORTANT DO YOU CONSIDER THIS AREA?
PUNCTUALITY					
ATTENDANCE					
ATTITUDE					
AMOUNT OF WORK					
QUALITY OF WORK					
JOB SKILLS					
COMMUNICATION SKILLS					
ACCEPTING RESPONSIBILITY					
WORKING ALONE					
DEVELOPING IN A JOB					
FOLLOWING RULES					
COOPERATION					

2. PLEASE RATE THIS EMPLOYEE'S OVERALL PERFORMANCE COMPARED TO HIS/HER PEER GROUP.

SUPERIOR ____
AVERAGE ____
INFERIOR ____

3. WHY? _____

4. HOW LONG HAS THE PERSON BEEN EMPLOYED? _____

5. WOULD YOU HIRE THIS PERSON AGAIN IF YOU HAD THE OPPORTUNITY?
YES ____ NO ____

6. OTHER COMMENTS _____

114

_____ _____
(SIGNATURE) (DATE)

JOB POSITION

FOLLOW-UP FORM

TO THE JOB PLACEMENT CLIENT:

DEAR_____,

PLEASE TAKE THE TIME TO ANSWER A FEW QUESTIONS WHICH ARE VITAL TO ON-GOING CAREER TRAINING PROGRAMS AND JOB PLACEMENT EVALUATIONS.

THANK YOU,

_____

(PLACEMENT SPECIALIST)

1. DO YOU WTILL WANT HELP IN FINDING A JOB? YES___ NO___
2. ARE YOU EMPLOYED? YES___ NO___
3. ARE YOU PLANNING TO CONTINUE IN YOUR PRESENT JOB? YES___ NO___
4. ARE YOU CHANGING JOBS WITHIN THE SAME FIRM? YES___ NO___
5. ARE YOU PLANNING TO CHANGE TO A JOB IN ANOTHER FIRM? YES___ NO___
6. WHY?_____
7. WOULD YOU LIKE ASSISTANCE FROM OUR PLACEMENT SERVICE IN FINDING ANOTHER JOB? YES___ NO___

JOB PLACEMENT SUPPLEMENTARY SURVEY FORM

POSITION EVALUATION

TO THE JOB PLACEMENT CLIENT:

DEAR_____,

PLEASE TAKE THE TIME TO ANSWER A FEW QUESTIONS WHICH ARE VITAL TO THE ON-GOING CAREER TRAINING PROGRAMS AND JOB PLACEMENT EVALUATIONS.

THANK YOU,

_____

(PLACEMENT SPECIALIST)

1. DO YOU STILL WANT HELP IN FINDING A JOB? YES___ NO___
2. ARE YOU EMPLOYED? YES___ NO___
3. HAVE YOU HAD A PROMOTION SINCE YOU STARTED WORK? YES___ NO___
4. HAVE YOU HAD A SALARY INCREASE? YES___ NO___
   HOW MUCH PER WEEK?_____
5. DO YOU INTEND TO CONTINUE WORKING IN YOUR PRESENT JOB? YES___ NO___
   WHY?_____
6. DO YOU HAVE OPPORTUNITIES TO ADVANCE WHERE YOU WORK? YES___ NO___
7. DO YOU WANT TO ADVANCE IN YOUR JOB? YES___ NO___

JOB PLACEMENT SUPPLEMENTARY SURVEY FORM
EMPLOYMENT HISTORY

TO THE JOB PLACEMENT CLIENT:

DEAR_____,

PLEASE TAKE THE TIME TO ANSWER A FEW QUESTIONS WHICH ARE VITAL TO ON-GOING CAREER TRAINING PROGRAMS AND JOB PLACEMENT EVALUATIONS.

THANK YOU,

_____
PLACEMENT SPECIALIST

1. DO YOU STILL WANT HELP IN FINDING A JOB? YES___ NO___
2. ARE YOU EMPLOYED? YES___ NO___
3. PLEASE OUTLINE YOUR WORK EXPERIENCE AND SALARY HISTORY FOR OUR RECORDS. PLEASE PUT CURRENT JOB FIRST.

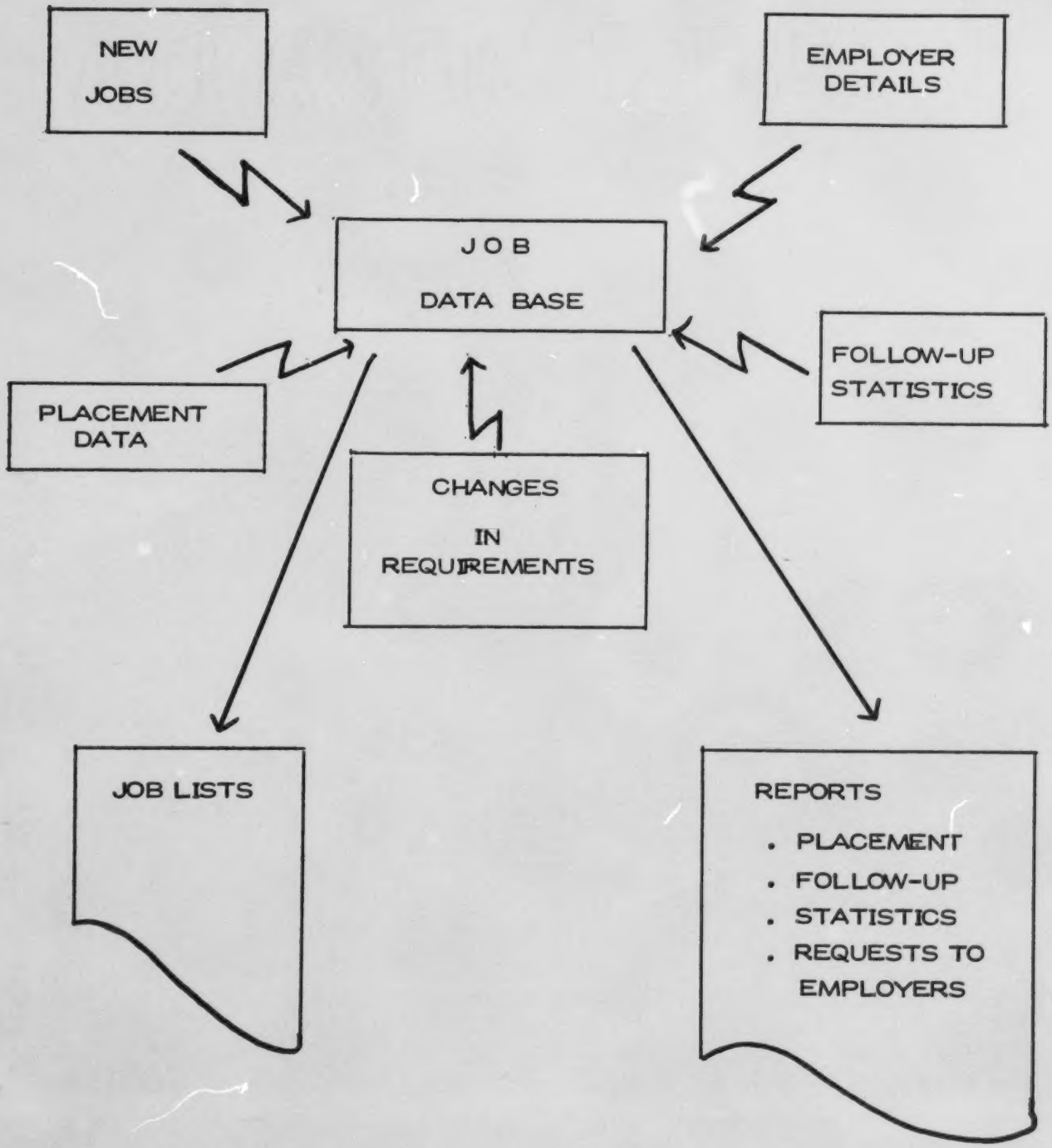
	FIRM	ADDRESS	JOB TITLE	WEEKLY SALARY	DATE STARTED
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

4. I AUTHORIZE MY PAST AND PRESENT EMPLOYERS TO PROVIDE INFORMATION ABOUT ME AND MY JOB PERFORMANCE. SIGNED:_____
(ALL INFORMATION WILL BE KEPT STRICTLY CONFIDENTIAL)

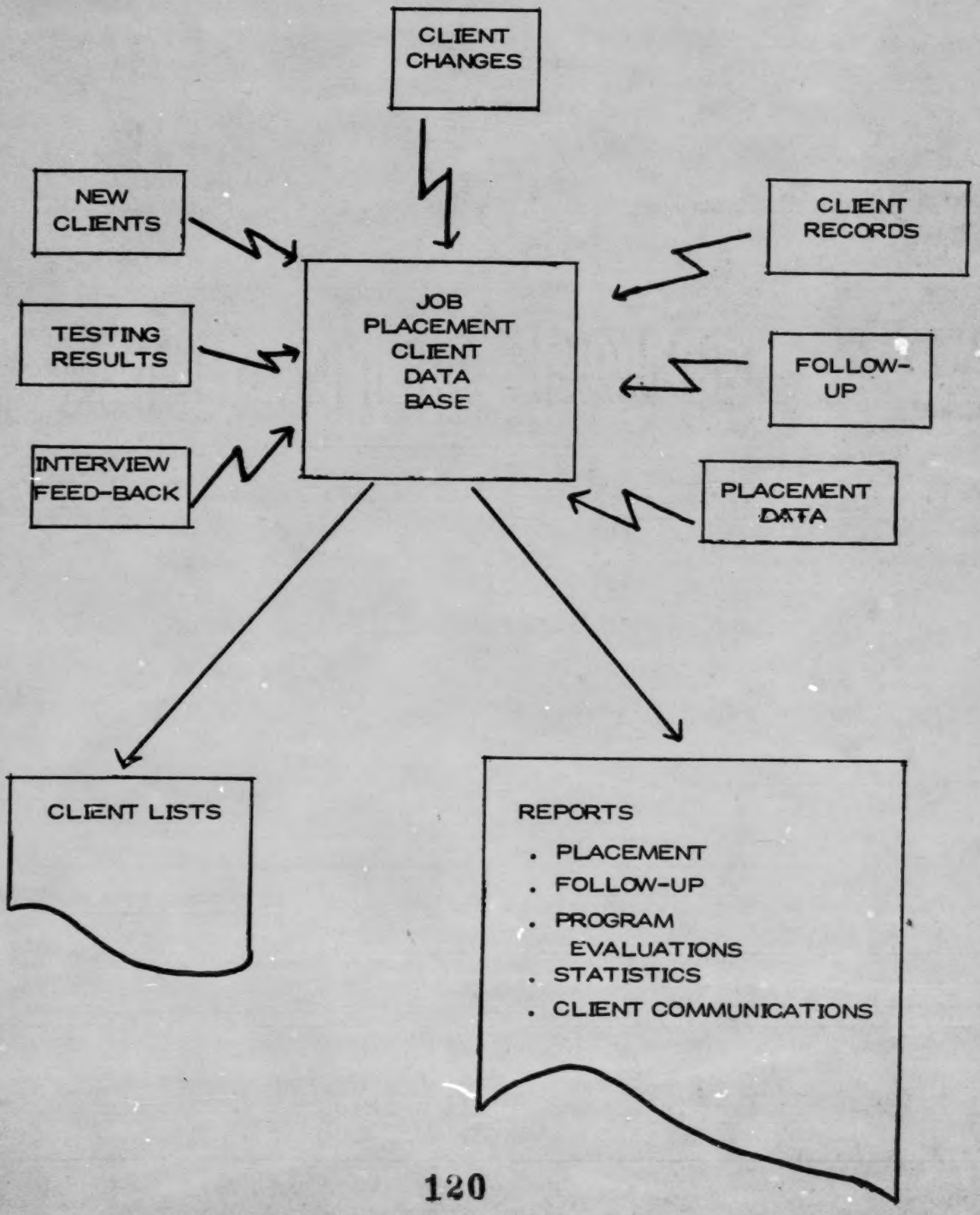
The following diagrams provide a systems overview of the job placement effort.

SYSTEMS APPROACH TO JOB PLACEMENT

JOB DATA BASE



SYSTEMS APPROACH TO JOB PLACEMENT
CLIENT DATA BASE



PROJECT EVALUATION

This evaluation section is a brief review of the evaluation of the placement model previously described. It is intended primarily for placement specialists or administrative personnel who intend to use this system. It will provide them with an overview of the process used to develop the model. Properly viewed, the evaluation should allow those using the system to determine if it is functioning as well as those who provided input hoped that it will function.

The evaluation model described:

- Used evaluation in clarifying the objectives of the placement process.
- Used evaluation as a process for determining the extent clients should be served in desired ways.
- Used evaluation as a system of quality control to determine, in the judgment of professionals, if each step in placement and follow-up is effective, or not.
- Used evaluation as a method of acquiring and processing evidence for future revision.
- Used evaluation to determine what changes must be made in the model to insure effectiveness.
- Used evaluation as a tool in placement to ascertain if alternative procedures are equally effective in achieving stated objectives.

The overall purpose of this project was to develop a comprehensive placement and follow-up system that would assist individuals from diverse backgrounds in placement procedures. The system described can be used to provide a smoothly functioning model which allows for implementation by someone not specifically trained in the placement process. It was

anticipated that this system would result in a better ordering of the priority needs and a clearer focus on procedures.

The project had input from two groups: participants from New Jersey schools and national participants. The New Jersey group were principally from two school districts, Perth Amboy School District and Middlesex County Vocational and Technical School District. The national group was selected by recommendations from State Directors of Career/Vocational Education from twenty-three states. The letter used to recruit these individuals follows the text of this evaluation.

The participants from New Jersey were provided working models, composites of the recommendation drawn from national models. Theirs was a summative evaluation. The materials were presented in draft form and reviewed in small groups. The ensuing dialogue allowed for an exchange of ideas and revision of draft. The overall design for components in the system was established through a questionnaire. The form itself has not been included in this guidebook. It has been placed on file at the New Jersey Division of Vocational Education and may be inspected there or requested from that office.

After tabulating and coding the results from the New Jersey respondents, the following outcomes were determined:

- A substantial majority believed that a placement program should contain statements regarding the system's rationale, guiding philosophy, code of ethics, and objectives for staff and clients.
- Almost all indicated that placement, follow-up, and work readiness are vital components in a placement system.

- All respondents indicated that entry-level job assistance, part-time placement, and educational placement are important or very important objectives.
- All respondents indicated that a communications network, student availability and job availability files, and co-operative arrangements are important or very important elements in a job placement system.
- There was almost an even division between those who rated the six month and one year follow-ups as unimportant and those who rated them as important or very important.
- All rated the three-year and five-year follow-ups as important or very important.
- Almost everyone indicated that follow-up dates were important or very important for evaluating placement programs, improving instruction, formulating policy, planning course content, counseling clients, and submitting reports to governmental agencies.
- All respondents believed that it was desirable or essential to secure employers' input on the work quality, possession of skills, general attitudes, and work habits of former program participants.
- All respondents agreed that student feedback should be secured on reasons for withdrawal and for program evaluations.
- All responded that practical information on job-seeking strategies, actual experience in job-seeking, development of job-seeking skills, development of job-coping skills were important or very important components in a readiness component.
- The respondents were divided almost in half on the importance of providing information about specific jobs or areas of specialization.
- A great majority indicated that a placement system should have specific provisions for economically disadvantaged clients, ethnic groups, emotionally disturbed clients, physically handicapped clients, and educational dropouts.
- A majority of respondents believed that specific provisions should be made for youths with criminal records and for males/females.

- One respondent suggested that attention be focused on providing hands-on jobs within school systems.
- Another respondent suggested that greater emphasis be placed on providing information for successful on-the-job performance.
- Several respondents suggested using retired persons to provide clients with work/career information and with job-seeking skills.
- The majority felt that the system should contain components for selecting and screening applicants based on their motivational levels, their potential for employability, and their economic needs.
- All believed that the system should have procedures for searching for jobs in a job bank or file.
- The great majority felt that the system should have procedures for developing or creating new jobs.
- All respondents indicated that both on-the-job training and institutional training should be provided to clients.

PART III

WORK READINESS

This section contains information designed to help candidates in their final preparations for a job search. The program develops competencies in:

- Evaluating job requirements
- Investigating job requirements
- Understanding employer expectations
- Completing tasks necessary for successful job search
- Developing confidence in job searching skills
- Developing confidence in interviewing techniques
- Evaluating job and career growth potential.

OBJECTIVES OF WORK READINESS PROGRAM

Upon completion of a work readiness program, the placement client should be able to:

- Demonstrate improved skills in seeking, obtaining, and retaining employment.
- Exhibit increased awareness of the community and its resources.
- Describe all available sources of employment data.
- Demonstrate confidence in his/her knowledge and skills required to seek employment in a competitive job market.
- Use effectively community resources and lines of communication open to him/her in obtaining meaningful employment.

- Demonstrate employment skills and attitudes suitable for use in the world of work.
- Demonstrate interpersonal communications skills normally required for employability.

PRE-EMPLOYMENT CLINIC

Clients for employment in today's highly competitive job market must have the ability to "sell" themselves if they are to succeed in finding meaningful positions. Without the ability to make a strong sales pitch, job seekers who may have a high degree of proficiency frequently find themselves barred from their desired employment even when they know they could have handled the job successfully.

The search for employment can be a traumatic and discouraging experience if the seeker has not been preconditioned for an aggressive search. Youth often experience extreme difficulty in making the transition from the usually predictable world of school to the often unpredictable world of work. Often errors occur because the job seekers are inexperienced or because they have not had adequate preparation for competition in the job market. To avoid exposing clients to the frustration of possible failure, the placement process should include an effective pre-employment component. A work readiness effort, such as a formal pre-employment clinic, will provide for the level of understanding and awareness necessary for successful competition.

Employers of youth have reported the most common errors made by unsuccessful job candidates. Among them are:

- Unsuitable personal appearance. Candidates frequently fail to see themselves as others see them. Clients for placement should be taught the importance of learning and being sensitive to the requirements of the available job, the image required for the job, and the employer's preferences for dress.

- Negative attitudes. Attitudes are manifested in a variety of ways. Placement clients should be shown how negative signals can be transmitted through gestures, posture, and other means that can be recognized easily by the interviewer. Although not expressed orally, these unintentional gestures can indicate nervousness, tension, or pretense, and the young applicant can suffer the consequences. A frank discussion of body language and negative terminology will prepare the client to avoid these pitfalls.

- Attendance/Punctuality. Candidates for initial employment frequently fail to see the importance of attendance and punctuality. Habits of poor attendance or lateness developed in the school environment have carry-over effects in the world of work. Poor attendance and lack of punctuality are major causes of employment failure. The pre-employment clinic must stress regularity of performance as a key to success.

- Unrealistic wage demands. Today's youth often have totally unrealistic concepts of the relative economic value of their marketable skills. They have inflated views when seeking employment. As a result, they may experience long periods of unemployment. Emphasis should be placed upon realism when preparing candidates for job interviews.

- Unrealistic expectations. It is difficult for inexperienced youth to understand fully the demands for ladder mobility in business and industry. Pre-employment training should prepare clients to adapt personal priorities to the requirements for education, training, and experience leading to employment and potential advancement.

- Lack of knowledge of the job market. Unemployment is too often the result of ignorance and poor workmanship. The work readiness program should emphasize the need to learn about all opportunities and resources available to the job seeker.

- Unreliability. The early school leaver usually failes to recognize that career program completion is a form of reliability, a prime factor in measuring employability.

Employers frequently review the candidate's past actions when considering hiring him or her. The case for completion/stability/reliability must be repeated over and over again.

- Lack of mature attitude. Immaturity is demonstrated by failure to get along with one's peers, failure to apply for a job alone, failure to achieve one's potential, and similar behavior. This lack of maturity is a major deterrent to successful placement. Since attitudes play such an important part in determining employability, attitudes that are positive and realistic must be stressed in pre-employment sessions.

Many of the common errors made by unsuccessful job candidates which are listed above could be reversed if the pre-employment clinic emphasizes the development of the ability to sell oneself.

JOB PLACEMENT PROCEDURE FOR CLIENTS

1. COMPLETE ANY JOB-SEEKING/KEEPING PROGRAM YOUR SCHOOL OFFERS

2. BE SURE YOU WANT AND CAN DO THE JOB YOU SEEK

3. COMPLETE JOB READINESS CHECKLIST

4. SEEK ASSISTANCE FROM JOB PLACEMENT SPECIALISTS IN COMPLETING AND REVIEWING YOUR RESUME AND OTHER INFORMATION

5. COMPLETE APPLICATION FOR JOB PLACEMENT

6. READ WANT ADS IN NEWSPAPERS

7. ASK FAMILY AND FRIENDS ABOUT JOB OPPORTUNITIES

8. FILL OUT JOB APPLICATIONS FOR ALL JOB OPENINGS IN YOUR FIELD

9. GO ON A FEW INTERVIEWS FOR PRACTICE

JOB PLACEMENT PROCEDURE

FOR CLIENTS

10. ASK INTERVIEWER TO COMMENT ON THE INTERVIEW

11. DISCUSS INTERVIEWS WITH YOUR PLACEMENT SPECIALISTS

12. GO TO MORE INTERVIEWS

13. EVALUATE ALL JOB OFFERS BEFORE MAKING A DECISION

14. ACCEPT A JOB

15. HAVE A REWARDING CAREER

PRE-EMPLOYMENT PROGRAM

The format of the pre-employment program may be flexible and may use a number of approaches:

- Seminar. A pre-placement program using an agenda which involves guest speakers, films, and/or a number of pre-determined topics.
- Clinic. A series of clinics, each of which concentrates on a specific topic relevant to work readiness.
- Individual sessions. Interviews conducted on a one-to-one basis to explore the client's needs and determine appropriate pre-employment training.

All programs should include the following basic information:

- Employee characteristics desired by more employers.
- Step-by-step instructions for
  - (1) preparing a resume
  - (2) applying for a job
  - (3) completing an application form and providing supplemental information such as references, etc.
  - (4) requesting an interview
  - (5) conducting oneself during an interview
  - (6) ending an interview
  - (7) following up an interview.

In any assessment of work readiness, a judgment must be made on a candidate's ability to:

- Locate a list of potential employers.
- Develop a job-seeking plan and carry it out.
- Complete a resume. The resume must follow a prescribed format and include the position applied for, the applicant's job skills, educational background, employment experience, personal and professional references. A wise selection of references is vital to to the completion of a good resume. However, clients should be reminded that permission must be obtained from the references prior to including them on the resume.

  As a precaution, the client should be advised to have the resume read by a responsible person before having it typed in final form. Since the resume is the employer's first impression of the candidate for employment, it is essential that the information be of a positive nature.

JOB SEEKING SKILLS

A sound strategy for developing job seeking skills should be developed. Success in finding employment depends on such factors as:

- Familiarity with available sources of job opportunities.
- Realistic scheduling for job search.
- Realistic appraisal of candidate's qualifications for employment.
- Effective use of available methods, i.e. mail campaigns, telephone inquiries and follow-up, personnel visits, and referrals.

While other avenues for seeking employment are available to the candidates, the preceeding factors are essential.

Applying for Jobs

Youths frequently believe that applying for a job merely involves completing an application for employment; however, the job-seeking process is far more complex. Reinforcement of a variety of interwoven skills is needed in addition to successfully completing the application.

Usually, the applicant must:

- Prepare to meet a potential employer.
- Complete an application for employment.
- Provide supplemental data if required.
- Take employment tests.
- Participate in employer/applicant interviews.
- Participate in follow-up interviews.

The placement specialist must prepare the candidate by encouraging him/her to learn about the employer. A job candidate must be prepared to answer specific questions when applying for a job. The more the candidate knows about the potential job, the better chance he/she will have of being hired.

Questions frequently asked by employers are:

- Why do you want to work for this particular company?
- Why do you want this job?
- Tell me about your background.
- What are your interests?
- What do you plan to be doing five years from now?

- What can I do for you?
- What salary do you want?
- Why did you leave your last job?

Remember that open-ended questions are asked to give the respondent a chance to demonstrate a number of interpersonal and thinking skills. To respond well, the candidate should:

- Answer truthfully and express an honest opinion.
- Specify employment preferences early.
- Remember that the employer is interested in the total person. Employment bargaining can reveal positive vs. negative attitudes or interests vs. weak values or unconcern on the part of the applicant.
- Ask questions that are work related, such as: Will I be working as an individual or part of a team? Will I make decisions on my own; participate in problem solving? How are employees selected for advancement? Are employees invited to participate in planning?
- Anticipate kinds of information which may be needed for the interview. Keep a note pad and pen handy to note items of interest.
- Be well-groomed. Appearance is one of the first factors noticed during an interview and may have significant impact upon the decision made by the employer.
- Arrive promptly. In fact, it is wise to arrive a few minutes early to allow for time to relax before the interview begins.

Completing Employment Application Forms

The placement specialist should emphasize to the applicant that application forms should be completed neatly and accurately. All

questions should be answered neatly and legibly typed or in ink. The appearance of the completed form will influence the interviewer's decision. Clear, legible writing and accurate spelling will add greatly to the applicant's chance for employment. The applicant should:

- Read the entire form before responding.
- Respond fully to each section. Use NA (not applicable) for items which are not relevant to the job.
- Specify the job being applied for.
- Provide references.
- Arrange to provide any additional information that cannot be supplied immediately.

Note: Sample application forms should be available in the placement office so candidates can become familiar with the application procedure.

Having available a personal job inventory can be of help to a job candidate. The personal inventory should include:

- Social Security number
- Applicant's name, address, and telephone number
- Title of the job applied for
- Work experience record
- Educational background
- Special skills or knowledge
- Names, addresses, and telephone numbers of references.

An accurate, neatly typed resume, preferable only one page in length, can be attached to the application or can be given to the interviewer

during the interview.

Taking Employment Tests

Many employers develop standard tests designed to predict a candidate's performance in a given job. All applicants are requested to take these tests, which must measure abilities required to do the actual job. Two types of tests are commonly used:

- Ability tests measure the applicant's ability to respond quickly at specific levels of skills or measure reasoning ability.
- Personal tests determine interest, personal values, and attitudes of potential employees.

Every job applicant should be taught the following keys to successful test taking:

- Listen carefully to instructions.
- Read all directions thoroughly.
- Eliminate incorrect responses in multiple choice questions rather than try to select correct ones.
- Determine how the test is to be scored (e.g. If correct answers are not to be counted against you, answer all questions. If wrong answers are to be corrected, don't guess.).
- Divide the time allocated for the test into the number of items on the test to determine how much time to devote to each item.

Participating in Employment Interview

Employment interviews can be difficult if the applicant is not prepared. The interview may cover a variety of topics. While discussing

the topics, the candidate has an opportunity to actively sell himself/herself and his/her qualifications. However, since an interview is part of the communication process, the candidate must guard against common communication problems, such as:

- Nervousness. Be oneself, admit to being nervous, don't cover up. Many applicants are nervous at the start of an interview but calm down as the interview gets under way.
- Arrogance. Don't assume a superior or over-aggressive attitude.
- Inattention. Listen carefully; pay attention. Be enthusiastic about your potential, but follow the interviewer's lead. Don't wander from the subject or become distracted.
- Discouragement. Interviewers sometimes try to discourage an applicant to test his/her off guard with surprise questions. Candidates should be shown how to cope with such questions and how to remain calm and confident.
- Premature response: The candidate should avoid answering questions too quickly. He/she should learn to consider the question(s) carefully before answering. If the question is not clear, the candidate should ask that it be repeated until it is clearly understood.
- Timidity. Applicants sometimes are afraid to speak up or ask questions about the job during an interview. The placement specialist should prepare candidates to feel at east and to explore the job opportunity as fully as possible while being interviewed.

Candidates for employment should learn the twelve most common reasons cited by employers for rejecting applicants. They are:

- Lack of appropriate skills or qualifications.
- Limited interest in specific job or company.

- Lack of social skills and tact.
- Strong prejudice.
- Poor speech or grammar.
- Lack of confidence, nervousness.
- Inability to make rational judgment.
- Personal problems which would interfere with job performance.
- Different value system from other employees.
- Poor employment record.
- Lazy or sluggish behavior.
- Slow or indecisive responses to questions.

Accepting A Job

Young people need to remember certain basic points before accepting a job offer:

- Negotiating for best possible offer may not be appropriate for all candidates.
- Conditions set by contracts or company policies are usually not negotiable.
- Negotiating for improved job conditions is not an easy task.
- Make sure the information they have about the job is correct.
- In contrasting job offers, make sure you have comparable information.
- Negotiating job offers. Be sure to translate improvements of one job into terms comparable to other offers.
- Make sure that all of the deductions are understood,

i.e. taxes, Social Security, insurance, health care, pension, dues, etc.

- Once a job decision is reached communicate it immediately.
- After a job offer has been accepted don't forget about notifying other employers who offered a job or who are considering you for a job.
- In declining a job offer be positive and courteous.
- Once an offer has been accepted, stop looking for another job until you are ready to move to a better job opportunity.

-oOo-

The following forms are included as examples of those which have been used successfully in placement programs.

INTERVIEW EVALUATION FORM
(PRESENTED TO INTERVIEWER BY JOB CLIENT)

PLEASE EVALUATE MY INTERVIEW IN THE FOLLOWING AREAS:

	EXCELLENT	GOOD	AVERAGE	NEEDS ASSISTANCE
INTEREST				
SKILLS				
ATTITUDE				
(OTHER CRITERIA)				

(OTHER CRITERIA)

(DATE) _____ INTERVIEWER _____

JOB PLACEMENT SYSTEM
CLIENT SELF-EVALUATION CHECKLIST

NAME _____

ADDRESS _____

_____
(Zip)

PHONE _____

SCHOOL _____

PLACEMENT SPECIALIST _____

CAREER _____

.....

MANY STEPS ARE INVOLVED IN THE JOB PLACEMENT PROCESS. THE JOB CANDIDATE CAN DO MANY OF THESE STEPS INDEPENDENTLY AND BE ELIGIBLE FOR JOB PLACEMENT IN A SHORTER TIME. THIS IS A CHECKLIST PREPARED FOR THE JOB PLACEMENT CLIENT.

CHECK EVERY ITEM BELOW. MAKE SURE YOU ACTUALLY HAVE THE INFORMATION BEFORE CHECKING THE (YES) BOX. NOW YOU CAN CONCENTRATE ON THE INFORMATION YOU DO NOT HAVE. ANY QUESTIONS ABOUT WHERE TO GET THESE ITEMS SHOULD BE ADDRESSED TO YOUR PLACEMENT SPECIALIST.

WHEN YOU HAVE DONE AS MUCH AS YOU CAN, YOUR PLACEMENT SPECIALIST WILL HELP YOU TO COMPLETE THE OTHER ITEMS.

PLEASE INDICATE WHETHER YOU HAVE EACH OF THE FOLLOWING:

1. BIRTH CERTIFICATE ___YES NO___
2. SOCIAL SECURITY NUMBER ___YES NO___

Client Self-Evaluation Checklist (contd)

3. PHYSICAL EXAMINATION RESULTS __ YES NO__

4. WORKING PAPERS (ONLY IF REQUIRED BY STATE) __ YES NO__

5. MEANS OF TRANSPORTATION (CAR AND DRIVER'S LICENSE OR OTHER TRANSPORTATION) __ YES NO__

6. SCHOOL RECORD OR TRANSCRIPT __ YES NO__

7. OFFICIAL CERTIFICATE OR LICENSE IF NEEDED IN CHOSEN CAREER __ YES NO__

8. RESUMÉ OF EDUCATION AND WORK TRAINING AND EMPLOYMENT __ YES NO__

9. NAMES, ADDRESSES AND TELEPHONE NUMBERS OF REFERENCES:

   - THREE (3) PEOPLE FROM SCHOOL OR INDUSTRY WHO WILL RECOMMEND YOU FOR THE JOB __ YES NO__
   - THREE (3) PEOPLE WHO WILL RECOMMEND YOU PERSONALLY FOR HAVING GOOD CHARACTER __ YES NO__

10. DO YOU KNOW THE DATE WHEN YOU WILL BE AVAILABLE FOR WORK? __ YES NO__

SAMPLE RESUMÉ

FORM A

RESUMÉ

JOHN DOE
18 PARK PLACE
METROPOLIS, U.S.A. 10000
(800) 921-1000

EDUCATION

PRESENT: SCHOOL ATTENDING
CAREER PROGRAM
COURSES

PAST: SCHOOL
CAREER
COURSES

EXPERIENCE FIRM NAME
ADDRESS
TELEPHONE

REFERENCES:

NAME 1
ADDRESS
TELEPHONE

NAME 2
ADDRESS
TELEPHONE

NAME 3
ADDRESS
TELEPHONE

SAMPLE RESUME*

FORM B

PERSONAL BACKGROUND

Telephone:

Birthdate: Weight: Height: Health:

WORK EXPERIENCE

EDUCATION

SCHOOL ACTIVITIES

FUTURE PLANS

REFERENCES

* There are many acceptable formats for resumes. Form A and Form B are provided as suggested content for a typical resume.

ARMED FORCES

The establishment of the voluntary armed forces has created a condition where the services have had to upgrade pay and conditions in order to attract the quality of enlistee that a complex and highly technological military requires. The military, with the end of the draft, has had to become an attractive employer. The all-volunteer concept has made the armed forces part of the national labor force. Though the environment is unique, it can offer tangible rewards and should have a role in the overall placement process. Military employment is important because it:

- Provides opportunities for highly specialized training which cannot be obtained in civilian life.
- Provides a high career option with excellent benefits, and early retirement.
- Services an integral part of the national economy.
- Provides a wide range of opportunities for work.
- Provides an opportunity for future/further education.

Military pay and fringe benefits are now on a par with other salaries and benefits. Young people are entering the service at competitive wages. Serious attempts have been made to make the lives of the military more comfortable. The quality of work has improved and occupational specialities have become an integral part of the experience. Education now has a central role, and service personnel are encouraged to take advantage of the opportunity for additional schooling. Women have been actively

recruited and their number has increased dramatically. The forces are trying to be truly competitive employers. They hire over 400,000 new employees each year, and they retire over 40,000. The length of service varies from two years to thirty. Most personnel (6 out of 7) are not trained for combat positions, but for support, i.e. electronics, technical occupations, medical/dental, administrative and clerical, mechanical, construction, food service and transportation. The skills needed for these occupations are similar to the skills needed by civilian society. The educational system is well defined and is an important part of the career aspect. The service's material rewards are competitive--cash salaries, housing, food, medical/dental, coupled with bargain insurance premiums and a host of other benefits (exchange, commissary) makes the service competitive and attractive.

Placement programs should help provide information. They should be sure that the young understand the uniqueness of the experience--what it requires, what the service provides and what it cannot provide, what to expect from it and what it expects from young personnel who join. A placement specialist needs to emphasize that those applicants who enlist must be self-disciplined enough to understand and to be able to comply with the commitment which is made on enlistment.

Caution should be flagged at this point. Since the military recruiter's mission is to enlist a sufficient number of persons in the services, they are highly competitive, and frequently aggressive in filling their quotas. If they are wisely utilized, however, they can be of tremendous assistance to the placement program.

APPENDICES

PROFESSIONAL DEVELOPMENT SEMINAR PARTICIPANTS
IN
"A MODEL TRAINING PROGRAM FOR PLACEMENT SPECIALISTS"

Ms. Sandra Barnett
Placement Coordinator
Kearny High School
336 Devon Street
Kearney, New Jersey 07032

Mrs. Geri Bodnarchuck
Placement Coordinator
Asbury Park High School
Sunset Avenue
Asbury Park, New Jersey 07712

Ms. Sally Boccippio
Researcher
New Jersey Job Corps Center
Building 871
Plainfield Avenue
Edison, New Jersey 08817

Dr. Herbert Burke
Distributive Education Coordinator
Perth Amboy High School
Eagle Avenue & Francis Street
Perth Amboy, New Jersey 08861

Mr. Robert Estok
Job Placement Director
Perth Amboy High School
Eagle Avenue & Francis Street
Perth Amboy, New Jersey 08861

Ms. Eulalia Hanas
Guidance Counselor
Perth Amboy High School
Eagle Avenue & Francis Street
Perth Amboy, New Jersey 08661

Ms. Murielle Katz
Placement Coordinator
Willingboro High School
Willingboro, New Jersey

Mr. Rowland H. Kimberlin
Placement Coordinator
Middlesex County Vocational-
Technical Schools
Perth Amboy, New Jersey 08861

Dr. John Koenig
Director of Vocational Education
Perth Amboy Public Schools
178 Barracks Street
Perth Amboy, New Jersey 08861

Mrs. Carole Leone
Cooperative Home Economics Edu-
cation Coordinator
Perth Amboy High School
Eagle Avenue & Francis Street
Perth Amboy, New Jersey 08861

Mrs. Linda Maffei
Guidance Counselor
Samuel E. Shull School
360 Hall Avenue
Perth Amboy, New Jersey 08861

Mr. Roger Manascalco
Director of Career Education
Perth Amboy High School
Eagle Avenue & Francis Street
Perth Amboy, New Jersey 08861

Mr. Donald Mitruska
Cooperative Industrial Education
Coordinator
Perth Amboy High School
Eagle Avenue & Francis Street
Perth Amboy, New Jersey 08861

Mr. Zoltan Z. Morvay
Director of Pupil Personnel Services
Perth Amboy High School
Eagle Avenue & Francis Street
Perth Amboy, New Jersey 08861

Ms. Joan Pabian
Placement Coordinator
Middlesex County Vocational-
Technical Schools
Woodbridge, New Jersey 07095

Mr. Angelo Pecorari
Placement Coordinator
Middlesex County Vocational-
Technical Schools
Burr D. Coe Area Vocational-
Technical High School
East Brunswick, New Jersey 08816

Ms. Linda Pedrick
Career Coordinator
Sterling Regional High School
Warwick Road
Somerdale, New Jersey 08083

Mr. Michael Piren
Director of Developmental Studies
Perth Amboy High School
Eagle Avenue & Francis Street
Perth Amboy, New Jersey 08861

Mr. Robert Sattilaro
WECEP Coordinator
McGinnis Middle School
271 State Street
Perth Amboy, New Jersey 08861

Dr. Morton Shenker
Professor of Business
Trenton State College
Hillwood Lakes,
P. O. Box 940
Trenton, New Jersey 08625

STATE DIRECTORS OF VOCATIONAL EDUCATION ASKED TO IDENTIFY THREE EXEMPLARY PLACEMENT PROGRAMS IN THEIR STATES

T. L. Faulkner, Alabama
Samuel L. Barrett, California
William Woolf, Colorado
Clarence Green, Connecticut
Joe D. Mills, Florida
Joseph G. Freund, Georgia
Samson Shigetomi, Hawaii
James Galloway, Illinois
Don K. Gentry, Indiana
William O. Schuermann, Iowa
Billy R. Howard, Kentucky
Daniel Dunham, Maryland
David F. Cronin, Massachusetts
Addison Hobbs, Michigan
Robert P. Van Tries, Minnesota
B. W. Robinson, Missouri
Charles L. Law, North Carolina
Byrl R. Shoemaker, Ohio
Francis Tuttle, Oklahoma
Frank M. Santoro, Rhode Island
Cadar Parr, Texas
Melvin Garner, Virginia
Eugene I. Lehrmann, Wisconsin

COORDINATORS OF EXEMPLARY PLACEMENT PROJECTS WHO CONTRIBUTED TO THIS PROJECT

ALABAMA

- Evan K. Major, Jr., Shelby County Board of Education, Columbiana
- Velma McIntyre, Mobile County Board of Education, Mobile
- Andrew Green, Greene County Board of Education, Eutaw

CALIFORNIA

- Delbert Peckumn, Torrance Unified School District, Torrance
- Forrest Honnold, Yolo County Office of Education, Woodland

COLORADO

- Nancy Weatherwax, Arapahoe-Douglas Area Vocational School, Littleton
- Ken Craiger, Boulder Valley Coc-Tech Center, Boulder
- Pat Kozubic, Warren Occupational-Technical Center, Golden

FLORIDA

- Jim Preston, Sarasota County School District, Sarasota
- Dick DiNoia, Pinellas County School District, Clearwater
- Paul Cultrera, Manatee Junior College, West Bradenton

GEORGIA

- Iris Criscoe, DeKalb Area Vocational-Technical School, Clarkston
- J. L. Taylor, Waycross-Ware County Area Vocational-Technical School, Waycross
- R. F. Cargile, Ben-Hill Irwin Area Vocational-Technical School, Fitzgerald

ILLINOIS

- Dr. Harvey Ideus, Southern Illinois University, Carbondale
- Bruce Moncrieff, College of DuPage, Glen Ellyn
- Andrew Michelich, Joliet Junior College, Joliet

INDIANA

- Charles E. Fields, Floyd County Schools, New Albany

IOWA

- Joseph V. Critelli, North Iowa Area Community College, Mason City
- Charles Magruder, Iowa Central Community College, Fort Dodge
- Ione Baal, Des Moines Community School District, Des Moines

KENTUCKY

- Martha Raymer, Vocational Region #4, Bowling Green
- Tom Caskey, Vocational Region #2, Madisonville
- Ray Roundtree, Vocational Region #13, London

MASSACHUSETTS

- Dr. William Hynes, The Curriculum Center, Project Prepare, Worcester
- Dennis Flynn, Uxbridge Public Schools, Uxbridge
- Charles Peckham, Blackstone Valley Regional Vocational School,

MICHIGAN

- Wilbur Bolden, Kent Skill Center, Grand Rapids
- Juanita Clyde, Kettering High School, Detroit
- Ronald Quisling, Kalamazoo I.S.D., Kalamazoo

MINNESOTA

- Dean Summerbell, Coon Rapids Sr. High School, Coon Rapids
- Walt Wulf, Southern Coop. Center, Wells

MISSOURI

- Joe Logan, Columbia Area Vocational School, Columbia
- Ron Youngs, Raytown Area Vocational-Technical School, Raytown
- Ward Kaminsky, Special School District of St. Louis County, Town and Country

OHIO

- Kenneth Rhoads, Dayton City Schools, Dayton
- Anthony O'Leary, Akron-Summit County Schools, Akron
- E. Clayton Wiseman, Great Oaks JVSD, Cincinnati

OKLAHOMA

- John H. Hopper, Central Oklahoma Area Vocational-Technical School, Drumright
- Ken W. Phelps, Tri-County Area Vocational-Technical School, Bartlesville
- Bruce Gray, Great Plains Area Vocational-Technical School, Lawton
- John Provence, Oklahoma Skills Center, Oklahoma City

RHODE ISLAND

- Robert McGovern, East Providence Vocational Facility, East Providence
- John Capobianco, Training Thru Placement, Inc., Providence
- Jesse Dudley, William Davies Vocational-Technical Facility, Lincoln

TEXAS

- Lynn Eggers, Grapevine Ind. School District, Grapevine
- Judith Bly, Corpus Christi Ind. School District, Corpus Christi
- Tommy Evans, Abilene Ind. School District, Abilene

VIRGINIA

- James Crumley, T. C. Williams High School, Alexandria
- Jack Frith, Hampton High School, Hampton
- Loula Lawson, Petersburg City High School, Petersburg

WISCONSIN

- Harold Motschenbacher, Western Wisconsin Technical Institute, LaCrosse
- Jim Vilendrer, North Central Technical Institute, Wausau
- Robert Braun, Milwaukee Area Technical College, Milwaukee

CAREER DEVELOPMENT ASSOCIATES, INC. *Education and Training Consultants*

P. O. BOX 2195 • PRINCETON, N. J. 08540
(609) 882-6167

SAMPLE LETTER SENT TO
COORDINATORS OF EXEMPLARY PLACEMENT PROGRAMS
IDENTIFIED BY STATE DIRECTORS IN 23 STATES

A member of the staff of your State Director of Vocational Education has given me your name as an individual who conducts an exemplary job placement program in your state and one who might be of some assistance to us in the development of a training program for placement specialists which would consist of a guidebook with slide-tapes.

The New Jersey Division of Vocational Education in cooperation with the Perth Amboy Public Schools and Middlesex County Vocational Schools will be conducting a series of seminars dealing with the Development of a Model Training Program for Public School Placement Specialists beginning April 18, 1978 and ranging over a three month period of time. The areas to be covered in the seminar are placement in business and industry, further education, the military, government and other public service activities. These programs will be managed by Career Development Associates, Inc.

Your valuable input dealing with some of the following questions would enhance our finished product.

1. The identification of the characteristics of an exemplary program of job placement.

2. The types of materials used in job placement programs. (Samples would be appreciated.)

3. Needs for these types of programs—rationale.

4. The different segments of school population served in implementing a successful program; i.e., secondary, post-secondary, adult, drop-out, etc.

5. List tasks or description of activities of coordinators of job placement programs.

6. Components of a successful model.

Your assistance in answering these questions and providing us with materials will be greatly appreciated, and I am certain will add to the overall success of what we feel to be a needed and worthwhile endeavor. We hope to hear from you soon as the program will be beginning shortly.

Sincerely yours,

CAREER DEVELOPMENT ASSOCIATES, INC. *Education and Training Consultants*

P. O. BOX 2195 • PRINCETON, N. J. 08540
(609) 882-6167

May 31, 1978

COVER LETTER AND QUESTIONNAIRE
SENT TO
COORDINATORS OF EXEMPLARY PLACEMENT PROGRAMS
IDENTIFIED BY STATE DIRECTORS IN 23 STATES

You will recall our previous communication concerning the development of a training program for placement specialists. We have already received a great deal of input from recognized placement specialists such as yourself.

In order to be sure that the final product of our efforts in behalf of the New Jersey Division of Vocational Education is realistic and useful to persons involved in job placement activities, we are requesting your reactions to some possible components of an "ideal" comprehensive placement system. We have designed the attached questionnaire to get your reactions about such a system. We are particularly interested in your thoughts about the most essential elements of the "ideal" placement program.

We have tried to provide a framework in which to facilitate your reactions quickly and easily. We have left some of the items open-ended so that you may add any comments you care to make that do not fit the categories we have listed.

Your cooperation and interest in our efforts to develop a training program for placement specialists is sincerely appreciated. We would be happy to share the results of the questionnaire with you.

Sincerely yours,

enclosure

AN ANALYSIS OF THE COMPONENTS OF AN "IDEAL" PLACEMENT PROGRAM

	UNNECESSARY	PROBABLY UNNECESSARY	DESIRABLE	VERY DESIRABLE	ESSENTIAL
I. GENERAL					
1. How essential is each of the following general components to a comprehensive placement program?					
a. A statement of the rationale for the system . . .	1	2	3	4	5
b. A statement of the general philosophy guiding the system	1	2	3	4	5
c. A code of ethics addressing such things as preferential treatment and confidentiality of records	1	2	3	4	5
d. A detailed statement of program or system objectives for					
1. individuals served	1	2	3	4	5
2. staff members	1	2	3	4	5
e. A statement of expected outcomes	1	2	3	4	5
2. How essential to a comprehensive placement system are the following components?					
a. A system and/or procedures for placing participants on jobs	1	2	3	4	5
b. A system for following up participants to assess their success (employer satisfaction, etc.)	1	2	3	4	5
c. A system for providing work readiness or job-seeking skills	1	2	3	4	5

	UNIMPORTANT	IMPORTANT	VERY IMPORTANT
II. PLACEMENT SYSTEM			
1. Given below are three possible objectives of a placement system. How do you rate each with respect to its importance for a comprehensive system?			
a. Providing employment assistance to program participants in obtaining entry-level jobs	1	2	3
b. Providing help to participants seeking placement in educational institutions	1	2	3
c. Providing help to participants seeking part-time employment while enrolled in educational programs	1	2	3
2. How do you rate the importance of these three possible elements of a job placement system?			
a. A communication network involving teachers, principals, employers, and various employment agencies	1	2	3
b. Students availability files or records	1	2	3
c. Job availability files	1	2	3
d. Cooperative arrangements with state or local employment services	1	2	3
III. FOLLOW-UP SYSTEM			
1. How important to a comprehensive placement system is the collection of information about the job success of job placement program participants? . . .	1	2	3

	UNIMPORTANT	IMPORTANT	VERY IMPORTANT
2. How important is it to collect follow-up data after program completion?			
a. 6 months after program completion	1	2	3
b. 2 years after completion	1	2	3
c. 5 years after completion	1	2	3
3. How necessary or useful are follow-up dates for each of the following purposes?			
a. Justification for continuing existing placement programs or implementing new ones	1	2	3
b. Improving instructional methods	1	2	3
c. Formulating program level policy or decision-making	1	2	3
d. Planning course content	1	2	3
e. Counseling new or potential program participants	1	2	3
f. Reporting program effects to federal, state, or local agencies	1	2	3

	UNNECESSARY	PROBABLY UNNECESSARY	DESIRABLE	VERY DESIRABLE	ESSENTIAL
4. How essential is getting information from employers about the performance of former program participants with respect to the employers' assessment of					
a. Quantity and quality of overall work	1	2	3	4	5
b. Degree to which employee possesses job success related skills	1	2	3	4	5

	UNNECESSARY	PROBABLY UNNECESSARY	DESIRABLE	VERY DESIRABLE	ESSENTIAL
c. Employee's general attitude toward the job (willingness to learn, co-operation with other employees, etc.)	1	2	3	4	5
d. Employee's work habits (punctuality, attendance, etc.)	1	2	3	4	5

5. How essential is determining

a. Student reasons for withdrawal from programs prior to completion	1	2	2	4	5
b. Student reactions to the program	1	2	3	4	5

IV. WORK READINESS PROGRAM

1. How important are each of the following to a comprehensive readiness component?

	UNIMPORTANT	IMPORTANT	VERY IMPORTANT
a. Providing "how-to-do-it" information on job-seeking (e.g. preparation, resumes, completing applications, etc.)	1	2	3
b. Providing actual experience in job-seeking . . .			
c. Developing job-seeking skills	1	2	3
d. Providing information for successful on-the-job performance (methods of dress, getting along with other employees, etc.)	1	2	3
e. Providing information about specific jobs or areas of specialization	1	2	3

V. MISCELLANEOUS

1. Which do you think are the most appropriate emphases for students involved in a job-training placement system?

	INAPPROPRIATE	SOMEWHAT APPROPRIATE	VERY APPROPRIATE	EXTREMELY APPROPRIATE
Training	1	2	3	4
Work experience	1	2	3	4
Pre-employment assistance (assessment, counseling)	1	2	3	4

2. Do you feel that such a system should have specific provisions for various target groups? (check all that apply) Yes___ No___

If yes, which ones?

	YES	NO
Youths with criminal records	___	___
Economically disadvantaged	___	___
Ethnic groups	___	___
Emotionally disturbed	___	___
Physically handicapped	___	___
Males/females	___	___
Dropouts from the educational system	___	___

3. How important is a component for selecting, screening, or sorting applicants for placement based on:	NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT
a. Motivation	1	2	3
b. Potential for employability	1	2	3
c. Economic need	1	2	3
d. Other (specify)	1	2	3

4. Should provision be made in the system for procedure for	Yes	?	No
a. Actively searching for jobs for a job bank or file	___	___	___
b. Developing or creating new jobs . .	___	___	___

5. If you feel that training should be provided, should it be (check all that apply)	Yes	?	No
a. On-the-job	___	___	___
b. Institutional	___	___	___
c. A combination of a and b	___	___	___
d. Other	___	___	___

We have provided you with some of the components of a comprehensive placement system to get your reactions. You may have in mind a somewhat different system. If so, we would welcome your listing the components that you feel would be essential for an "ideal" job placement system.

Suggested Components:

The Results Were Tabulated and Coded as Follows:

I

ANALYSIS OF A MODEL PROGRAM

New Jersey Respondents

	N	UNNECESSARY	PROBABLY UNNECESSARY	DESIRABLE	VERY DESIRABLE	ESSENTIAL	N/A	TOTAL
I. GENERAL								
1a. Rationale	21	-	4.8%	14.3%	23.8%	47.6%	4.8%	100%
b. Guiding Philosophy	21	-	-	4.8	71.4	23.8	-	100%
c. Code of Ethics	21	-	-	4.8	28.6	66.7	-	100%
d1. Objective Clients	21	-	-	9.5	23.8	66.7	-	100%
d2. Objective Staff	21	-	-	19.0	19.0	61.9	-	100%
Outcomes Expected Essential Components								
2a. System for Placement	21	-	-	4.8	23.8	71.4	-	100%
2b. System for Follow-up	21	-	-	9.5	23.8	66.7	-	100%
2c. System for Work Readiness	21	-	-	[illegible]	28.6	71.4	-	100%

	N	UNIMPORTANT	IMPORTANT	VERY IMPORTANT	N/A	TOTAL
II. PLACEMENT SYSTEM						
Importance of Objectives						
1a. Entry-level Job Assistance	21	-	19.0%	76.2%	4.8%	100%
b. Placement in Continuing Education	21	-	14.3	85.7	-	100%
c. Part-time Placement for Students	21	-	33.3	66.7	-	100%
Importance of Elements						
2a. Communication Network	21	-	19.0	81.0	-	100%
b. Student Availability File	21	-	23.8	71.4	4.8	100%
c. Job Availability File	21	-	19.0	76.2	4.8	100%
d. Cooperation with State and Local Agencies	21	-	81.0	14.3	4.8	100%
III. FOLLOW-UP						
Collection of Information						
1. Job Success Data	21	4.8%	66.7%	28.6%	-	100%
2a. 6 ▸ Month Follow-Up	21	42.9	28.6	28.6	-	100%
b. 1 Year Follow-Up	21	42.9	23.8	33.3	-	100%
c. 3 Year Follow-Up	21	-	23.8	76.2	-	100%
d. 5 Year Follow-Up	21	-	23.8	76.2	-	100%
Usefulness of Follow-Up Dates on:						
3a. Evaluating Placement Programs	21	4.8	9.5	85.7	-	100%
b. Improving Instruction	21	14.3	66.7	19.0	-	100%
c. Program Policy	21	9.5	66.7	23.8	-	100%
d. Planning Course Content	21	-	61.9	33.3	4.8	100%
e. Counseling Clients	21	4.8	23.8	71.4	-	100%
f. Required Government	21	-	38.1	61.9	-	100%

	N	UNNECESSARY	PROBABLY UNNECESSARY	DESIRABLE	VERY DESIRABLE	ESSENTIAL	N/A	TOTAL
III. FOLLOW-UP (contd)								
Employer's Evaluation of Clients								
4a. Quality and Quantity of Work	21	-	-	14.3%	19.0%	61.9%	4.8%	100%
4b. Job Success Skills	21	-	-	42.9	42.9	4.8	9.5	100%
4c. Attitude	21	-	-	9.5	57.1	28.6	4.8	100%
4d. Work Habits	21	-	-	9.5	19.0	66.7	4.8	100%
Student Feed-back								
5a. Reasons for Withdrawal	21	-	-	9.5	19.0	66.7	4.8	100%
b. Program Evaluations	21	-	-	14.3	19.0	61.9	4.8	100%

	N	UNIMPORTANT	IMPORTANT	VERY IMPORTANT	N/A	TOTAL
IV. WORK READINESS						
Importance of Components						
1a. How-to of Job-Seeking	21	-	-	100.0%	-	100%
b. Job-Seeking Experience	21	-	19.0	81.0	-	100%
c. Job-Seeking Skills	21	-	-	100.0	-	100%
d. On-The-Job Hints	21	-	-	100.0	-	100%
e. Specific Job Information	21	42.9	33.3	23.8	-	100%

	N	YES	NO	N/A	TOTAL
	21	90.5%	4.8%	4.8%	100%
Provisions for Different Targets					
2a. Youths with Criminal Records	20	35	55	10	100%
b. Economically Disadvantaged	20	75	15	10	100%
c. Ethnic Groups	20	70	25	5	100%
d. Emotionally Disturbed	20	90	—	10	100%
e. Physically Handicapped	20	95	—	5	100%
f. Males/Females	20	30	60	10	100%
g. Education Drop-outs	20	95	5	—	100%

	N	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	N/A	TOTAL
Importance in Classifying						
3a. Motivation	21	47.6%	47.6%	4.8%	-	100%
b. Potential Employability	21	90.5	4.8	4.8	-	100%
c. Economic Need	21	47.6	28.6	28.8	-	100%
d. Other	21	9.5	-	-	90.5	100%

- Interpersonal skills
- Skills; interest; work experience; career goals

	N	YES	?	NO	TOTAL
Provision Needed For					
4a. Searching Job Bank	21	100 %	-	-	100%
b. Creating New Jobs	21	81.0	19.0	-	100%
Kinds of Training Needed					
5a. On-The-Job	9	100	-	-	100%
b. Institutional	9	88.8	11.1		100%
c. Both	20	100	-	-	100%
d. Other	1	100	-	-	100%

- Any other in-school part-time employment will lead to development of people-work attitudes.

ANALYSIS OF A MODEL PROGRAM

National Respondents

I.

	N	PROBABLY UNNECESSARY	DESIRABLE	VERY DESIRABLE	ESSENTIAL	N/A	TOTAL
1a.	32	0%	9.4%	84.3%	6.3%	0%	100%
b.	32	0	3.1	90.6	6.3	0	100%
c.	32	0	12.5	25.0	62.5	0	100%
d^1.	32	0	9.4	21.9	68.7	0	100%
d^2.	32	0	6.3	28.1	65.6	0	100%
e.	32	0	3.1	31.3	65.6	0	100%
2a.	32	0	6.3	28.1	65.6	0	100%
b.	32	0	3.1	21.9	75.0	0	100%
c.	32	0	6.3	25.0	68.7	0	100%

II.

	N	UNIMPORTANT	IMPORTANT	VERY IMPORTANT	N/A	TOTAL
1a.	32	-	6.3%	93.7%	0%	100%
b.	32	-	9.4	90.6	0	100%
c.	32	-	3.1	96.9	0	100%

	N	UNIMPORTANT	IMPORTANT	VERY IMPORTANT	N/A	TOTAL
III.						
1	32	3.1%	62.5%	34.4%	0%	100%
2a.	32	53.2	15.6	28.1	3.1	100%
b.	32	9.4	56.2	34.4	0	100%
c.	32	9.4	56.2	34.4	0	100%
d.	32	9.4	56.2	34.4	0	100%
3a.	32	3.1	3.1	93.8	0	100%
b.	32	15.6	9.4	75.0	0	100%
c.	32	6.3	28.1	65.6	0	100%
d.	32	0	25.0	75.0	0	100%
e.	32	0	21.9	78.1	0	100%
f.	32	0	15.6	84.4	0	100%

	N	PROBABLY UNNECESSARY	DESIRABLE	VERY DESIRABLE	ESSENTIAL	N/A	TOTAL
4a.	32	-	9.4%	15.6%	75.0%	0%	100%
b.	32	-	3.1	12.5	84.4	0	100%
c.	32	-	6.3	9.3	84.4	0	100%
d.	32	-	3.1	6.3	90.6	0	100%
5a.	32		6.3	21.9	71.8	0	100%
b.	32		3.1	9.4	87.5	0	100%

IV.

	N	UNIMPORTANT	IMPORTANT	VERY IMPORTANT	N/A	TOTAL
1a.	32	0%	12.5%	87.5%	0%	100%
b.	32	0	9.4	90.6	0	100%
c.	32	0	0	100.0	0	100%
d.	32	0	6.3	93.7	0	100%
e.	32	24.0	43.8	31.2	0	100%

V.

	N	EXTREMELY APPROPRIATE	VERY APPROPRIATE	SOMEWHAT APPROPRIATE	INAPPROPRIATE	N/A	TOTAL
1a.	32	65.6%	28.1%	6.3%	-	0%	100%
b.	32	28.1	34.4	37.5	-	0%	100%
c.	32	75.0	9.4	15.6	-	0%	100%

		YES	NO	N/A	TOTAL
2a.	32	90.6%	9.4%	0%	100%
b.	32	100	0	0	100%
c.	32	93.8	6.2	0	100%
d.	32	81.3	18,7	0	100%
e.	32	96.9	3.1	0	100%
f.	32	37.5	62.5	0	100%
g.	32	96.9	3.1	0	100%

	N	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	N/A	TOTAL
3a.	32	46.9%	37.5%	15.6%	0%	100%
b.	32	90.6	6.3	3.1	0	100%
c.	32	65.6	28.1	6.3	0	100%
d.	32	18.8	0	0	81.2	100%

		YES	?	NO	TOTAL
4a.	32	100%	0%	0%	100%
b.	32	93.7	6.3	0	100%
5a.	32	96.4%	3.6%	0%	100%
b.	32	78.1	15.6	6.3	100%
c.	32	90.6	6.3	3.1	100%
d.	32	0	0	0	100%

V. SUGGESTED COMPONENTS

- Hands-on jobs within school systems.
- Greater emphasis on providing information for successful OJT performance.

SUGGESTIONS FOR POSSIBLE PLACEMENT SYSTEMS

- Use retired senior citizens for work/career information and preparation for job-seeking skills.
- The "economically disadvantaged" have too much social welfare now; they need to experience more of the real world of work.

VI. MISCELLANEOUS

Most Important Emphasis for Students	N	EXTREMELY APPROPRIATE	VERY APPROPRIATE	SOMEWHAT APPROPRIATE	INAPPROPRIATE	N/A	TOTAL
1a. Training	21	61.9%	14.3%	23.8%	-	-	100%
b. Work Experience	21	19.0	33.3	42.9	4.8	-	100%
c. Placement Assistance	21	76.2	19.0	4.8	-	-	100%

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ERIC was established in 1965 as a nationwide information network. It consists of a central staff at the United States Office of Education and twenty clearinghouses located throughout the country, each focusing on a specific field of education. The clearinghouses acquire, review, abstract, and index publications related to their specific field. These include books, reports, monographs, journal articles, speeches, and conference proceedings. In addition, each clearinghouse produces information analysis products such as interpretive summaries, state of the art papers, bibliographies, and bulletins and newslatters dealing with topics within their particular scope.

Access to this huge collection of documents is provided by two ERIC reference publications: Research in Education and current Index to Journals in Education which are published monthly. A third publication, the Thesaurus of ERIC Descriptors is essential for making the most effective use of the ERIC collection. A potential user, however, needs to spend some time examining these documents before he/she can begin to understand the rather complex cataloging system. Clearinghouses have limited resources for providing detailed replies to questions on specific topics, so individuals are urged to use the publications cited.

Documents listed by ERIC may be purchased in hard copy or microfiche form. In addition, each clearinghouse carries microfiche copies of every document included in the total ERIC collection and normally will permit on-site review.

The ERIC Clearinghouse on Vocational and Technical Education is located at Ohio State University, 1900 Kenny Road, Columbus, Ohio, 43210. Telephone: (614) 486-3655. This clearinghouse focuses on documents in vocational/career and technical education and the related fields: industrial arts education, manpower economics, occupational psychology, and occupational sociology. Specific occupational areas include: agriculture, business and office, health occupations, and home economics, in addition to trade and industrial education.

Since this manual relied so heavily on the Job Placement Coordinators Manual, we have elected to reprint the entire document resume from the ERIC file. In addition to providing the reader with a comprehensive view of the full ERIC abstract, it also describes an essential reference source for job placement programs.

DOCUMENT RESUME

ED 128 657 CE 008 236

AUTHOR	Kenyon, Lawrence B.
TITLE	Job Placement Coordinators Manual.
INSTITUTION	Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton., Div. of Vocational Education.
PUB DATE	June 1976.
NOTE	105p.
AVAILABLE FROM	New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103—Kilmer Campus, Rutgers University, New Brunswick, N.J. ($2.50 plus postage).
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Accountability; Career Education; Coordinators; Counselor Role; Guidance Personnel; Guidance Programs; Job Analysis; Job Placement; Manuals; Occupational Guidance; Placement; Program Development; Program Effectiveness; Program Guides; Program Planning; Resource Materials; Senior High Schools

ABSTRACT

The aim of this manual is to provide a useful tool for school personnel engaged in placement work and related activities in career education and guidance. Chapter 1 looks at job placement services, including the career resource centers and benefits to students. Chapter 2 outlines preliminary steps and needs in initiating a job placement program. In two parts, Chapter 3 covers: The major duties of placement coordinators, discussing their relationship to the entire program of career education and guidance; and the techniques of counseling, the theories of career development, and such tools as testing and informational services. Chapter 4 attempts to show the wide variety of activities carried on by placement coordinators in the field by presenting extensive excerpts from two annual reports. Chapter 5 stresses the importance of the placement service as a source of evaluation for at least the career education component of the curriculum, and suggests that accountability should be a goal rather than a concept which controls all educational activities. Appendices contain various sample forms and materials useful to a placement coordinator. (TA)

The remaining abstracts were selected because of the quality of the effort and because they provide the reader with an overview of the type of information which can be accessed by a prudent user of ERIC's system. They are representative of the type of information which can be obtained.

DOCUMENT RESUME

ED 137 591 CE 010 639

TITLE	Job Placement Handbook.
INSTITUTION	Los Angeles Unified School District, Calif. Div. of Career and Continuing Education.
SPONS AGENCY	California State Dept. of Education, Sacramento. Manpower Education Unit.
PUB DATE	(76)
NOTE	45p.
EDRS PRICE	MF=$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Administrator Guides; Advisory Committees; Counselor Role; Guidance Personnel; Guidelines; Instructor Coordinators; Job Analysis; Job Development; Job Placement; Program Coordination; Records (Forms); School Community Relationship; Secondary Education; Staff Role; Student Placement; Vocational Education; Work Experience Programs.
IDENTIFIERS	California; California (Los Angeles)

ABSTRACT

Designed to serve as a guide for job placement personnel, this handbook is written from the point of view of a school or job preparation facility, based on methodology applicable to the placement function in any setting. Factors identified as critical to a successful placement operation are utilization of a systems approach, establishment of measurable goals and objectives, designation of a coordinator of placement, and delineation of staff functions. Topics included in the discussion of personnel engaged in the placement process are the typical duties of a coordinator of placement and the role of advisory committees. A sample advisory committee agenda, letters of invitation, and list of questions for committee members are included. Records utilized in the placement process are discussed and a possible format is presented for a job index card file. Guidelines are provided for the call, visit, and letter to employers. Suggestions are made for publicity activities and alternate routes to job development. The following factors involved in successful placement are discussed: Good job development, rapport with the employer, accurate and thorough assessment of the job and the client (student), preparation of employer and client, provision of service to the employer and client, followup, and achievement of results. The appendix contains job descriptions and other occupational information for a sampling of placement-related positions in the Los Angeles Unified School District. (TA)

DOCUMENT RESUME

ED 133 596 CE 009 708

AUTHOR McCloskey, I.L.

TITLE School-Based Job Placement Service Model. Final Report.
INSTITUTION Columbia-Montour Area Vocational-Technical School, Bloomsburg, Pa.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
REPORT TO VT-103-508
BUREAU NO 20-5802
PUB DATE 30 June 76
NOTE 36p.; For a related document see ED 119 000

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Cooperative Programs; Demonstration Programs; Employment Services; Job Placement; Models; Program Descriptions; Program Effectiveness; Program Evaluation; Pupil Personnel Services; Secondary Educarion; Vocational Adjustment; Vocational Followup; Vocational Schools
IDENTIFIERS Pennsylvania

ABSTRACT

This report describes the background and results of a project to establish a school-based job placement service in the Columbia-Montour Area Vocational-Technical School in Bloomsburg, Pennsylvania. The center's activities, based on a previously-developed model, included these components: (1) Cooperative job development with the Bureau of Employment Security, (2) cooperative job matching, (3) followup to assist in work adjustment, (4) the educational program, and (5) feedback of information to improve the program. Findings and analysis are reported for placement, the 1974-75 followup study, mobility, maturity, nontraditional careers, the Bureau of Employment Security, starting wages, and cooperation. Further conclusions are offered on the facility, the word processing machine, diversified occupations programs, letters to employers, industry input, and professional associations. Conclusions indicate the following: Students placed by the program obtained higher starting wages and jobs in larger corporations; some graduates did not show readiness to enter the world of work upon graduation; although employers sought women for nontraditional jobs, no female students had chosen training in these areas; and cooperation with the Bureau of Employment Security was good. Information about average starting salaries and the followup study is appended along with other project-related material. (NJ)

DOCUMENT RESUME

ED 133 507 82 CE 009 382

TITLE Indiana Invitational Conference on Placement. Report. (Smithville, Indiana, June 25-27, 1975).
INSTITUTION Indiana State Board of Vocational and Technical Education, Indianapolis.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE June 75
NOTE 96p.; Not available in hard copy due to marginal reproducibility of the original document
EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Career Education; Conference Reports; Institutional Role; Job Placement; Occupational Guidance; Post Secondary Education; Program Design; Program Effectiveness; School Responsibility; Secondary Education; State Programs; Statewide Planning; Technical Education; Vocational Counseling; Vocational Education; Vocational Followup

ABSTRACT

These 10 presentations were made at a State conference to explore the problems and possibilities of job placement as background for implementing a Statewide guidance program with emphasis on counseling, placement, and followup for selected target groups. Focus is on three issues of job placement: (1) Where do the responsibilities for job placement lie? (2) What approaches to job placement have been successful? (3) What commitments has Indiana made to placement for all students? Titles are (1) "Moral Education for the Future," by Harold Shane. (2) "Whose Job Is Job Placement?" by Genevieve V. Kline, Dean Ransburg, Richard Morrison, and Edward Hornback, (3) "Career Resource Center Van," (4) "Student Placement Services--An Integral Part of Career Education," by Jack Martin, (5) "Placement in Motion," by Ray Wasil, (6) "Placement--The Acid Test of Career Education," by Lillian Buckingham, (7) "The CAPS System--Computer Assisted Placement Services--Pennsylvania," by H.U. Eninger, (8) "Placement and Follow-Up As It Relates to the Family Rights and Privacy Act," by David Prasse, (9) "Indiana Looks at Placement," by Sparkle Crowe, and (10) "College Students As Blocks of Wood," by Robert Greenberg. A list of conference speakers and participants is included. (WL)

DOCUMENT RESUME

ED 127 489 CE 008 112

AUTHOR	Queen, Nettie, Ed.; Smith, Hubert, Ed.
TITLE	Job Placement Services: An Open Door to Opportunities.
INSTITUTION	Prairie View A and M Univ., Tex. School of Education.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
NOTE	20p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Administrator Guides; Employment Services; Guidelines; High School Students; Job Placement; Public Schools; Pupil Personnel Services; School Personnel; Secondary Education; Staff Role; Student Placement

ABSTRACT

General information about job placement services for high school students and suggestive measures for implementation are included in this brochure prepared for school personnel. Several reasons for utilizing placement services in public schools are offered as well as suggestions concerning the roles and responsibilities of the placement coordinator and other personnel and agencies. Other topics include the requisites of a successful program, recordkeeping and suggested steps in program implementation. Specific functions of persons concerned with implementation of placement services in public schools are listed and charted. (NJ)

DOCUMENT RESUME

158

ED 137 582 CE 010 614

AUTHOR	Cava, Karen
TITLE	Job Placement Center. Final Report.
INSTITUTION	Allegheny Intermediate Unit, Pittsburgh, Pa.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
BUREAU NO	19-5805
PUB DATE	10 Feb 77
NOTE	82p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Disadvantaged Youth; Guidance Centers; Guidance Services; High School Graduates; Interagency Cooperation; Job Placement; Occupational Guidance; Post Secondary Education; Private Schools; Program Descriptions; Program Development; Program Evaluation; Public Schools; Questionnaires; School Districts; Secondary Education; Vocational Counseling; Workshops
IDENTIFIERS	Pennsylvania; Pennsylvania (Allegheny County)

ABSTRACT

The Job Placement Center project implements those job placement services outlined in the "School-Based Job Placement Model" (ED 077 959), developed in 1972 by the Pennsylvania Research Coordinating Unit for Vocational Education. The project's purpose was to assimilate and extend this model to meet the job placement needs of 46 suburban school districts in Allegheny County (Pennsylvania). The seven project objectives related to establishing student workshops and information and evaluation centers, and conducting student placement and followup activities. The Intermediate Unit-Based Job Placement Center was designed to assist all public and nonpublic school students in grades 9-12, excluding students in the Pittsburgh City Schools. Its services were also available to those high school graduates of the 46 school districts, area vocational-technical schools, and nonpublic schools who had been out of school less than nine months. Two major evaluations were carried out in the project: (1) Evaluation of the job information workshops completed by participants at the conclusion of each workshop and (2) overall evaluation of the job placement center project through questionnaires sent to counselors, parents, and students. Although survey data indicated that several components of the program should be improved, overall it was concluded that the services of the Job Placement Center program were helpful, and it received favorable ratings in its first year of operation. The first five pages of the document contain the project report. The remainder of the document contains 10 appendixes of materials used in the project, including letters, brochures, sample forms, evaluation questionnaires, and questionnaire results. (TA)

DOCUMENT RESUME

ED 137 616 CE 010 754

AUTHOR	Heck, Edward J.; O'Neil, James
TITLE	Job Interview Training Manual.
INSTITUTION	Kansas Univ., Lawrence, Counseling Center.
PUB DATE	(76)
NOTE	26p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	College Students; Employment Interviews; Guidelines; Higher Education; Job Application; Job Placement; Job Search Methods; Manuals; Personnel Selection; Resource Guides

ABSTRACT

Written for college students who wish to optimize their chances of presenting themselves in a favorable way to potential employers, information about the job interviewing process contained in the manual is divided into three sections: (1) Pre-interview preparation, (2) the process of interviewing, and (3) post-interview assessment. The manual's objectives for students are (1) to know how to write letters of introduction and resumés, (2) to be familiar with different interview strategies, and (3) to learn how to prepare for the actual job interview. The pre-interview section includes such topics as personal preparation, letters of introduction, and resumés. The process of interviewing section includes a definition of the interview process, the kind of information to share during the interview, typical questions asked during the interview, and important questions that the interviewee might ask. The post interview section included suggestions for the interviewee after the interview. Examples of letters of introduction and resumés are included. (Author/TA)

SUPPLEMENTAL BIBLIOGRAPHY

"A for Entertainment." Journal of College Placement. Bethlehem, Pa.: Winter 1974.

About the Job Bank Report on Frequently Listed Openings. Washington, D.C.: U.S. Department of Labor, Employment and Training Administration, U.S. Employment Service, Office of Technical Support, 1976.

Anderson, W.A., et al. The Workshop Handbook. New York: Teachers College, Columbia University, Bureau of Publications, 1953.

Ayars, A.L., and Bovee, C. Community Resources Workshops for Teachers. 235 Hendricks Boulevard, Buffalo, N.Y.: National Association for Industry Education Cooperation, 1975.

Ayars, A.L., and Bovee, C. How to Plan a Community Resources Workshop - A Handbook. 235 Hendricks Boulevard, Buffalo, N.Y.: National Association for Industry-Education Cooperation, 1975.

Barlow, M., ed. Vocational Education. Chicago, Illinois: University of Chicago Press, 1965.

Blum, R.E. "History of Early and Contemporary Placement Efforts" in Conceptualization of Prototype Placement Program. Columbus, Ohio: The Center for Vocational and Technical Education, Ohio State University, 1973.

Bradley, B. "Community Resources Workshops: An In-service Approach to Implementing Career Education." Unpublished manuscript, 1974.

Brantner, S.T. "Follow-Up Studies: Who Benefits. American Vocational Journal, March 1975.

Briggs, N. "Women Apprentices: Removing Barriers." Manpower, December 1974.

Bulles, R.N. "Four Marks for Effective Counseling in the.70s." Journal of College Placement, Summer 1974.

Burt, S.M. Industry and Community Leaders in Education: The State Advisory Councils on Vocational Education. Washington, D.C. The W.E. Upjohn Institute for Employment Research, 1971.

Burt, S.M. Strengthening Volunteer Industry Service to Public Education: A Basic Manual for School Administrators and Industry Executives. Kalamazoo, Michigan: W.E. Upjohn Institute for Employment Research, 1971.

Burt, S.M., and Lessinger, L. Volunteer Industry Involvement in Public Education. Lexington, Mass.: D.C. Heath and Company, 1970.

Butler, F.C. Instructional Systems Development for Vocational and Technical Training. Englewood Cliffs, N.J.: Englewood Technology Publications, 1972.

Capehart, B.E. "The Community Resources Workshops for Teachers - A Way to Make Effective Use of Community Resources." Impact, Spring 1970, pp. 15-20.

Career Education...A Publisher's View. Bloomington, Illinois: McKnight Publishing Company, 1974.

Career Education Center. Questions: Food for Thought on Collecting and Using Follow-Up Data. Tallahassee, Fla.: Florida State University, 1975.

Chamber of Commerce of the U.S. Career Education. Washington, D.C.: The Chamber, 1975.

Clague, E., and Kramer, L. Manpower Policies and Programs: A Review, 1935-1975. Washington, D.C.: The W.E. Upjohn Institute for Employment Research, 1976.

Columbus Community Center, Yes We Can Employ the Qualified Handicapped. 2530 South 5th Street, Salt Lake City, Utah 84106: The Center, 1972.

Community Resources Workshops: A First Step Toward Better Industry Education Cooperation. Washington, D.C.: National Association of Manufacturers, 1967.

Dale, J. "Placement and Follow-Up: Sarasota County." Update, June 1974.

Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System: Final Report. Madison, Wisconsin: Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison, 1975.

Education and Employment: Alternative Strategies for Improving Ties Between Vocational Education and Urban Labor Markets. 11 Arlington Street, Boston, Mass. 02116: Harbridge House, Inc., 1976.

Examples of Employment Service-School Cooperative Programs. Washington, D.C.: U.S. Department of Labor, Employment and Training Administration, U.S. Employment Service, Office of Technical Support, 1969.

Feingold, S.N. Alternative to Traditional Post-Secondary Education. Washington, D.C.: B'nai B'rith Career and Counseling Services, 1973.

Franchak, S.J. School-Based Job Placement Service Model: Phase I Planning. Harrisburg, Pa.: Bureau of Vocational, Technical, and Continuing Research Coordinating Unit, Pennsylvania Department of Education, 1972.

Gall, M. "Impact of the Community Resources Workshop on School Community Relations." Impact, Spring 1970, pp. 21-24.

Ganschow, L.H. Baltimore (Md.) Placement and Follow-Up Program. Palo Alto, California: American Institute for Research, June, 1973.

Georgia Department of Education. Georgia Guidebook: Job Placement Services. Atlanta, Georgia: The Department, 1972.

Goldhammer, K., and Taylor, R.E. Career Education: Perspective and Promise. Columbus, Ohio: Charles E. Merrill Co., 1972.

Gootnick, D.E. "Resumes that Communicate." Journal of College Placement, Summer 1974.

Guide to Job Placement of the Mentally Retarded. Washington, D.C.: U.S. Government Printing Office, 1964.

Guidelines for Equal Treatment of the Sexes. New York City, N.Y.: McGraw-Hill Book Co., 1974.

Guidelines for Placement Services and Follow-Up Studies. Tallahassee, Florida: State Department of Education, 1973.

Harris, E. "Tomorrow's Jobs: The View from Now." Manpower, September 1974, pp. 21-23.

How Do Business and Schools Work Together? National Citizens Council for Better Schools. New York: The Council, 1958.

In-School Youth Manpower - A Guide to Local Strategies and Methods. Lansing, Michigan: Systems Research, Inc., 1973.

Job Finding Survey. Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics. 1974.

Job Placement Services: A Suggested Model for Implementation. Austin, Texas: Texas Education Agency.

Kelley, E.C. The Workshop Way of Learning. New York: Harper & Bros., 1951.

Kerensky, V.M., and Melby, E.O. Education II: The Social Imperative. Midland, Michigan: The Pendell Publishing Company, 1975.

Knowles, A. Handbook of Cooperative Education. San Francisco California: Jossey-Bass, 1971.

Lewis, M.D. and Warren, P. "The Counselor and Armed Forces Recruitment." Personnel and Guidance Journal, January 1975.

Mangnum, G.; Becker, J.W.; Coombs, G.; and Marshall, P.; eds. Career Education in the Academic Classroom. Salt Lake City, Utah: Olympus Publishing Company, 1975.

Marshall, P. "Testing Without Reading." Manpower, May 1971.

Martin, J. Student Placement Services - Operating Guidelines and Procedures. Flint, Michigan: Flint Community Schools.

MCPA Research Committee. Model Course on Career Planning. Bethlehem, Pa.: College Placement Council, 1974.

Meyer, J. Self-Evaluation Guide for Local District for Vocational Vocational Education of Handicapped Students. Houston, Texas: Center for Human Resources, University of Houston, 1972.

Michigan State Chamber of Commerce. Career Education. Lansing, Michigan: The Chamber, 1974.

Minzey, J.D., and LeTarte, C. Community Education. Midland, Michigan. The Pendell Publishing Company, 1972.

Murphy, J.F.; Sam, J.C.; and Donald, R.T. "Community Resources Workshops." Wisconsin Journal of Education, November 1964.

National Advisory Council on Vocational Education. Resource Book for State Advisory Councils. Washington, D.C.: The Council, 1973.

National Association for Industry-Education Cooperation. 235 Hendricks Boulevard, Buffalo, N.Y. 14236.

National Commission for Manpower Policy. The Challenge of Rising Unemployment, Report No. 1. Washington, D.C.: U.S. Government Printing Office, 1975.

National Vocational Guidance Association. Guidelines for Further Coordination of Educational Institutions and Employment Services. Washington, D.C.: The Association, 1964.

Norton, R.E. Using Community Resources in Career Education: An Imperative. Columbus, Ohio: Center for Vocational and Technical Education, The Ohio State University, 1974.

O'Rourke, M.A., and Burton, W.H. Workshops for Teachers. New York: Appleton-Century-Crofts, 1957.

Presidential Commission on Employment of the Handicapped. Employment Assistance for the Handicapped. Washington, D.C.: The Commission.

Pucel, D.J. The Minnesota Vocational Follow-Up System: Rationale and Methods. 1507 University Avenue, S.E., Minneapolis, Minn.: Vocational Follow-Up System, February 1973.

Pupil Personnel Section, San Diego County Department of Education. KNOW - Knowledge Needed to Obtain Work: Teacher/Counselor Guidance. San Diego, California: The Department, 1972.

Rosenthal, N. "Occupational Outlook for the Mid-1980s." Occupational Outlook Quarterly, 1974.

Salmon, D. "Training and Jobs for the Mentally Handicapped." Industrial Education, January 1975.

School to Industry Job Development Program. N.Y.: National Urban League, 1973.

Scott, T.J. Job Development Program: Cleveland Public Schools. Palo Alto, California: American Institute for Research, 1973.

Serota, D. "The Myths and Realities of Worker Discontent." Wharton Quarterly, The University of Pennsylvania, Spring 1974, pp. 4-9.

"Service to Youth." Employment Security Manual Part II 8000 - 8999. Washington, D.C.: U.S. Department of Labor.

Shaw, E.A. "Behavior Modification and the Interview," Journal of College Placement, October-November 1973.

Slaton, T. Preparing Students for Job Placement. Camesville, Georgia: Franklin County (Georgia) High School, 1974.

Souther, J.W. Career Planning and Placement Handbook. Bethlehem, Pa.: College Placement Council, 1975.

Spence, H. "A New Dimension for the Classroom." Steelways, August 1955.

Status of Former High School Students: Procedure for Local Assessment. Minneapolis, Minn.: Minnesota Research Coordinating Unit for Vocational Education, University of Minnesota, 1974.

Steiger, J.M. What You Should Know about Vocational Education and Women. Springfield, Ill.: Board of Vocational Education and Rehabilitation, 1975.

Stevenson, G. "Beginners Guide to Work." Occupational Outlook Quarterly, 1974.

_____, "Career Planning for High School Girls." Occupational Outlook Quarterly, 1973.

Strohbehn, E.F. "Butler County Rediscovered." Audio-Visual Instruction, March 1957, pp. 81-83.

Texas Education Agency. Choice: Career Handbook of Occupational Information by Clusters for Educators. Austin, Texas: The Agency, 1974.

The College Placement Council. Salary Survey: Annual Final Report. Bethlehem, Pa.: The Council, July 1975.

Trotter, S. "Labeling: It Hurts More Than It Helps." APA Monitor, January 1975.

Turrini, L. Final Report of Special Placement Counselor. Middleton, New York: Orange Community College, 1973.

U.S. Employment Service. "Guidelines for Job Development with Employers under Union Management Contract." U.S.T.E. Employer Services Training Resources. Washington, D.C.: U.S. Department of Labor, 1971.

Users Guide to the Job Bank Openings Summary. Washington, D.C.: U.S. Department of Labor, Employment and Training Administration, U.S. Employment Service, Office of Technical Support, 1975.

VonHaden, H.I., and King, J.M. Innovations in Education: Their Pros and Cons. Worthington, Ohio: Charles A. Jones Publishing Company, 1971. p. 91.

Wagner, J., and Wood, T. Report on Placement and Follow-Up Literature Search. Jacksonville, Florida: Duval County School Board, 1974.

Warnath, C.F. "Vocational Theories: Direction to Nowhere." Personnel and Guidance Journal, February 1975.

Wasil, R.A. Data Processing Techniques and Procedures for Job Placement and Guidance. Akron, Ohio: Akron-Summit School System, 1972.

Wasil, R.A. Model Use of Data Processing in Placement and Guidance. Rev. ed. Akron, Ohio: Akron-Summit County Job Placement Department, 1974.

Wasil, R.A. Placement: Ultimate Test of a School's Commitment to Its Students. Akron, Ohio: Akron-Summit County Public Schools, 1974.

Wasil, R.A. Preemployment Preparation, 13 Mini-Teaching Units. Columbus, Ohio: Ohio State Department of Education.

West Virginia State Department of Education. "Jobs Are Not Hard to Find." Bridge, March 1975.

Wirtz, W., ed. The Boundless Resource. E.P. Dutton & Company, 1975.

Wurman, S.W., ed. Yellow Pages of Learning Resources. Cambridge, Mass.: The MIT Press, 1972.